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ABSTRACT

This document consists of three years' worth (8 issues) of "Council Connections," the newsletter of the Reading Recovery Council of North America. Each issue offers brief articles, updates of Reading Recovery programs in various countries, messages from the organization's president, past president, and/or the executive director, updates on the organization's committee actions, and a regular column (Classroom Connections) designed to serve Reading Recovery partners--the classroom teachers who work together with Reading Recovery teachers to teach children to read and write. The Summer 1996 issue includes "The Importance of Membership in the Reading Recovery Council of North America" (Deborah R. Dillon) and "Trainers from around the World Meet" (Rose Mary Estice). The Fall 1996 issue includes "Using an ABC Center to Help Children Learn about Letters, Sounds, Words, and How They Work" (Gay Su Pinnell). The Spring 1997 issue includes "Conquering the Spelling Frontier" (Vicki Fairchild Crain). The Summer 1997 issue includes "Life Stories: An Easy Way to Promote Journal Writing" (Cheri Slinger). The Fall 1997 issue reports on the First North American Leadership Academy held in San Diego, California, from July 30 through August 2, 1997. The Spring 1998 issue includes "Portfolios: One District's Journey" (Geraldine Haggard). The Fall 1998 issue includes "Copyright Questions--Ethical Responses: Understanding Copyright Issues" (Mary Anne Doyle) and "Kindergarten Drama Based on the Book 'Lilly's Purple Plastic Purse' by Bruce Henkes" (Sherlyn Porter). The Winter 1999 issue presents brief accounts of implementation of Reading Recovery in Canada, Department of Defense Schools, Queensland, Japan, New Zealand, and the United Kingdom; and "Effective Literacy Programs (Gay Su Pinnell). The Spring 1999 issue includes "Descubriendo la Lectura: An Overview" (Yvonne Rodriguez) and "Answers to Frequently Asked Questions about Interactive Writing" (Justina Henry and Barbara Joan Wiley). (RS)

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COUNCIL CONNECTIONS

A Newsletter of the Reading Recovery Council of North America

1996-1999

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READING RECOVERY® COUNCIL OF NORTH AMERICA

Council Connections

Summer 1996
Volume 2 • No. 1

A Newsletter of the Reading Recovery Council of North America

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The Council Connections newsletter is published by Reading Recovery Council of North America.

Is Reading Recovery Aligned with a Specific Approach?

Marie Clay's response to this question.

Reading Recovery aims to bring a high proportion of the lowest achievers to average band performance in their classrooms in both reading and writing, getting them off to a good start in literacy learning. Even critical reviewers of the program acknowledge that such changes occur.

Children can enter Reading Recovery from any program and return to any program. Reading Recovery does not require classroom programs to change. However, some things make it harder for Reading Recovery children to continue to improve after discontinuing, and these things include a weak classroom program or one with low achievement outcomes.

The Reading Recovery program cannot be compared with any classroom program or any teaching method. It is designed to take the children who become the lowest achievers in any classroom program and were taught by any teaching method and provide them with a series of lessons supplementary to that program.

Good classroom programs will not arise from a supplementary program like Reading Recovery. They would exclude many things I would want to see occurring in quality classrooms. A classroom program must be more extensive, more varied, with stimulating activities to meet the needs of the whole variety of talent found in classrooms.

No classroom program in the first year of instruction will be adequate for all children because those who fail have problem diagnoses that differ one from another. Therefore, there are two problems for an education system to solve: how to deliver good first instruction in literacy, and what kind of supplementary opportunity to provide for children who are low achieving in the classroom's good instructional program.

Reading Recovery professionals are trained specifically to assist the lowest achievers in a program targeted only to that group. Their first priority is to bring the Reading Recovery program to full implementation. Reading Recovery personnel also have roles as contributing members of school teams aimed at improving classroom programs.

Reading Recovery also functions as a prereferral program offered prior to referral to special education.

Past President's Report

Gay Su Pinnell

There is an often-told story about a man who explores a construction site. One by one, he approaches workers and asks what they are doing. The first worker stops and says, "Sawing wood." The second says, "Making a door frame." The third mentions sharpening tools, and so it goes. Finally, the interviewer approaches a worker who answers the question differently.

"What are you doing?"

"I'm building a cathedral."

For the last two years we have been immersed in the construction of the RRCNA. Nothing worthwhile is created without digging in and doing the hard work, without meeting challenges, or without solving problems. Our first membership drive gathered

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300 members and we hoped for 2,000 by the next year. Instead, our membership swelled to close to 5,000; it was clear that people interested in Reading Recovery wanted a professional organization. The numbers overwhelmed our skeleton staff; we wanted to focus on the exciting business of organizing and creating for the future and we did, but we had many everyday problems to solve, for example, membership materials and mailing. Our list of accomplishments since summer, 1993, reads like a "to do" list. For example, together, we:

- created forms, documents, applications;
- solicited memberships at every Reading Recovery conference;
- sent out ballots for two elections;
- held five meetings for the hard-working members of the first Coordinating Board;
- published *The Best of the Running Record*, 3 issues of *Council Connections*, 3 issues of *The Running Record*, and 2 issues of *Network News*, 3 issues of *Literacy, Teaching and Learning*, *Leadership for Literacy*, and a handbook for site coordinators (in press);
- advertised for and selected an Executive Director;
- employed a small staff;
- acquired an office and furnished it;
- wrote bylaws and created a governance structure;
- worked to clarify relationships with The Ohio State University so that RRCNA can be a not-for-profit corporation;
- filed papers for incorporation and nonprofit status; and
- created 13 functioning national committees, each of which has its own impressive list of accomplishments and goals for the future: Implementation, Elections, Development and Membership, Training, Research, Bylaws, Book, Guidelines and Standards, Finance, Administrative, Descubriendo La Lectura, Nominating, and Publications.

All those tasks represent many hours of work by many different people who volunteered their time and expertise. I especially want to thank members of the first Coordinating Board and the national committee chairs. Every person involved in RRCNA has made a contribution of both time and personal resources. They have stuffed envelopes, typed, made calls, attended many meetings, and worked late at night and early in the morning. The "to do" list still exists and continues to expand, but the source of energy for this work comes from the certainty that we are building a community of friends to support the work of Reading Recovery and to secure the advantage of literacy to every child. From the summer of 1993, we have worked toward the four vision statements created by that representative group and confirmed, through a consensus process involving teacher leaders, teachers, and site coordinators:

- Sustain the quality of RR through the year.
- Expand RR to national scale
- Broaden the vision by building partnerships in school contexts and supporting the work of classroom teachers
- Engage in inquiry and contribute to teacher education.

As we move into the future, we have a viable, working organization to support teachers and others who have the goal of early literacy for every child. We will continue to work toward the goals identified, to redefine them, and to find new ways for their accomplishment. RRCNA supports the renewing process that is an integral part of Reading Recovery. To remain a high quality program, Reading Recovery must continually change as we learn more through advances in research. RRCNA will bring us together in these efforts through communicating and sharing, providing professional development, and supporting research. It was not and will not be built overnight; neither is a cathedral. RRCNA will be the product of the next year's effort, and the next, and so on. We can sustain a high work effort if it is worth doing. Our work makes a difference for teachers, for children, and we now know—for policy direction in education.

President's Message

Carol A. Lyons

The character of the Reading Recovery Council of North America (RRCNA) was established two years ago – a fierce pride in our organization, a focus on making the Reading Recovery program available to every child who needs it, and an intense fervor to disseminate the program throughout North America. These traits identify the Reading Recovery Council of North America, and they connect us to this organization.

Meanwhile, in all that we do, our primary goal is to help the lowest achieving students learn how to read and write so that they can participate fully in first grade classroom experiences. Last year nearly 82,000 children reached that goal due to the dedication and quality teaching of 12,642 Reading Recovery teachers and teacher leaders. As the Reading Recovery Council of North America's new president, I am committed to continue working toward that goal.

The Reading Recovery Council of North America's influence in the wider educational, academic, political and business community continues to expand. We have managed to survive and grow throughout the years because you have been there to support us in this endeavor. We have established an identity, a character, a commitment to teach low achieving children, and a high set of standards that are unique in education. Members of the RRCNA have played a tremendous role in that achievement.

We owe a great deal of gratitude to

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those of you teachers, teacher leaders, trainers, site coordinators and partners who have provided start-up funding for our organization. Our strength comes from your support. Members of our organization are making a positive impact on the lives of the many children, teachers, administrators, and parents our organization represents and serves.

There isn't any problem we can't solve if enough people care. The Reading Recovery Council of North America is a special organization because it is made up of so many dedicated individuals who care enough to support it in a variety of ways. I am delighted to represent such a committed group of individuals. The many challenges of tomorrow are here today. Any thoughts you might have to respond to these challenges will be appreciated. Thank you for your continued support!

Executive Director's Message

Jean Bussell

It seems impossible that six months have passed since I became the Executive Director of the Reading Recovery Council of North America. It has been an invigorating and stimulating six months. The opportunity to meet many of you as I have traveled to California, Illinois, Texas, and Pennsylvania and to talk with you in many other locations by phone has confirmed for me the excitement and commitment of Reading Recovery professionals and advocates which I observed in my very earliest experiences with the Council.

One of the most significant new understandings for me has been the role of Reading Recovery in changing the lives of the students we teach and the systems in which we work. Over the past several months, a great deal of attention has been given to full implementation of Reading Recovery as the primary goal of the Council. In order to achieve this goal, the Council must work with each of you to support the changes you are making at the school, district, and system levels of education.

During the Teacher Leader Institutes, there was the opportunity to explore the change process with the assistance of Carol Rolheiser and Andrew Hargreaves, professors at the University of Toronto. They led discussions of the stages of change and of change forces which must be considered in each stage. The following paragraphs outline the two models of change and provide you with ideas to consider in relation to change in your own educational setting.

The **Triple I Model** of change focuses on the three stages of change: Initiation, Implementation, and Institutionalization. In the **Initiation Stage**, Matthew Miles has identified four factors which lead to success. One is that the change must be linked to *high need*: we know that Reading Recovery addresses a high need for literacy education among young children. Another is the presentation of a *clear model*: Reading Recovery's model is well defined, well established, and well researched plus demonstrably effective for the vast majority of program participants. The third success factor is having a *strong advocate*: certainly teachers, teacher leaders, site coordinators, trainers, and partners form an expert team of advocates. *Active initiation* is the fourth factor: schools must volunteer and commit resources to Reading Recovery and Reading Recovery programs get teaching underway while the support system is still being organized.

In the **Implementation Stage**, Reading Recovery is underway and children are learning to read. Five factors influence successful implementation. First is *orchestration*: Reading Recovery advocates organize collaborations and plan our approaches and responses for maximum opportunity for implementation. Second is *shared control*: making the Reading Recovery Program everyone's program, not just ours. Third is *pressure and support*: making sure the right people are on board and making themselves heard and sticking to the plan or finding creative and effective amendments to the plan so that Reading Recovery can withstand changes. The fourth success factor is *technical assistance*: The Reading Recovery network of teachers, teacher leaders, site coordinators, trainers, and partners creates the most effective technical assistance network imaginable. And fifth, *rewards*: schools and families and the children we teach share the reward of learning to read and increasing literacy in our communities.

In the **Institutionalization Stage**, five more factors contribute to the success of programs which lead to change in a system. First is *embedding*: making Reading Recovery an integral part of school and district and state programs so that it is deemed essential to a full range of literacy programs. Second is *links to instruction*: helping Reading Recovery to be a part of a total early learning literacy program which begins in pre-kindergarten and extends into the middle years' classrooms. A change is institutionalized when it has *widespread use*: only when Reading Recovery is fully implemented will the benefits to the entire educational system be realized fully. The fourth success factor is *removal of competing priorities*: Reading Recovery can reduce competition with other priorities through collaboration, through continuing performance evaluation and research, through dissemination of new information through training and awareness, and through keeping our focus on the program and the children we serve. And fifth, *continuing assistance*: the Reading Recovery network serves again.

The six **Change Frames** which Andrew Hargreaves has identified are operative at all three stages of change. Successful change agents must process

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these frames simultaneously with each of the success factors inherent in each of the three change stages. One change frame is *purpose* which is driven from within and personally significant: Reading Recovery's vision is that every child who needs the Reading Recovery program will receive it. Another change frame is *politics*: positive politics (interpersonal relationships) enable us to get the support for children who need Reading Recovery. *Passion*: teachers go into teaching because they care - they want to make a difference: Reading Recovery people are passionate people. *Culture* is the frame which addresses relationships with colleagues and colleagues' relationships with each other: Reading Recovery builds culture through its collaborative network - our challenge is to be inclusive, to engage and embrace others in our circles of influence to become/recreate a culture of collaboration. The frame of *structure* keeps us thinking about the system in which we work: Reading Recovery has a specific structure of lessons, timers, and space behind the glass which must be integrated into the existing system of education and which indeed can influence changes to that system's structure. And finally *learning*: Reading Recovery people learn – we research, test, study, pilot, explore, write, read and so on – Reading Recovery can be a learning community embedded in the school systems in which we work and can provide our professional development model to foster learning and continual renewal.

Perhaps these ideas about the change process will be helpful to you in your professional and personal lives. I will use them as the Reading Recovery Council of North America seeks to clarify its vision and its practices in serving our members. I welcome your comments.

[With appreciation to Carol Rolheiser, Andrew Hargreaves, and Matthew Miles.]

The Importance of Membership in the Reading Recovery Council of North America

Deborah R. Dillon

At a time when we are being asked to retain membership in, as well as join new education organizations at the state and national level, we must face difficult choices concerning where we will give our time, talent, and money. The call to join the Reading Recovery Council of North America (RRCNA) did not pose a choice for me: It is imperative that I belong. I would like to convince you why membership in RRCNA is so important and then enlist your help in convincing all those involved in Reading Recovery across North America to also join the organization.

First, a large portion of my professional life is now defined by my work in Reading Recovery. Unlike other organizations I belong to where I attend a professional meeting once a year and receive journals monthly, my affiliation with Reading Recovery is part of who I am each and every day. Although I do not work daily teaching children in the program, my work as a site coordinator involves educating others about Reading Recovery, seeking financial support for the program, and problem solving ways to protect and build our program in Indiana. I count on information in publications distributed by the RRCNA such as the *Council Connections*, the *Network News*, *The Running Record* and a new journal *Literacy, Teaching and Learning* to help me keep up-to-date on important issues and to glean ideas from the struggles and successes of others in North America. For example, in convincing legislators in my state of the importance of providing Reading Recovery for every child who needs it, I have relied on the research reports and reviews provided by RRCNA. Moreover, I have educated people about the existence of RRCNA and how it was formed because I believe that this action speaks to the powerful network of educators who have bonded together under the umbrella of a common goal.

Additionally, when I attended conferences in Ohio, Texas, and elsewhere this past year I was reminded of the intensity of learning and camaraderie present at Reading Recovery Conferences. Participants are there to engage in professional development in which they learn the latest information and engage in numerous conversations to problem-solve implementation issues, share grant writing sources, and support the necessary renewal that all professionals who work diligently over time need most. When I return home from interacting with other RRCNA members I have a better sense of direction, I am invigorated, and I realize how much can be accomplished when many individuals pool their efforts in promoting common goals.

This brings me to why membership in RRCNA is critical for all of us. We live in a time where educational programs are cut daily or where one interest group promotes its agenda resulting in the downfall of another program. Literacy programs are often prime targets for cuts and criticism. Now more than ever it is crucial that we have a strong, large-scale organization in place to position ourselves to support each other in a unified effort: RRCNA was formed to provide this strong structure to support Reading Recovery. It is the sole organization dedicated to the advocacy of the continued quality, preservation, and expansion of the program in North America.

RRCNA has a newly organized central office and a highly capable Executive Director, Jean Bussell. We are working to setup a system that meets the

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needs of members and processes new memberships and renewals in a timely fashion.

Simultaneously, we are systematically running a membership campaign with the goal of enlisting all trainers, teacher leaders, teachers, site coordinators, and partners in North America as members. We need your help to attain this goal. Just as I have shared with you why membership in RRCNA is crucial for me, I encourage you to share with your colleagues why membership in RRCNA is crucial for you. Further, please help colleagues see the benefits of membership for themselves.

Why is RRCNA important to you and to Reading Recovery in your area?

Thinking about our response to this question and reminding ourselves how much we can accomplish together instead of in isolation should convince many to fill out a check for the $40.00 annual membership fee. I look forward to your response and to hearing your ideas on membership and development issues.

We've Moved!

Early in May 1996 the Reading Recovery Council of North America moved out of shared space with The Ohio State University Reading Recovery Program and into new space appropriate for an association of 6000 members.

You can reach any of our staff by using the address and telephone numbers listed under the picture. In addition, each of us has e-mail addresses as follows:

- **Jean Bussell**, Executive Director: jbussell@magnus.acs.ohio-state.edu
- **Julie Reeves**, Program Coordinator: jareeves@magnus.acs.ohio-state.edu
- **Jason Green**, Program Assistant: jigsaw@zureal.limited.net

Our new address is: Reading Recovery Council of North America
1929 Kenny Road, Suite 100 • Columbus OH 43210-1069
Telephone 614/292-7111 • FAX 614/292-4404

1997 Ohio Reading Recovery Conference and National Institute

The Reading Recovery Council of North America will be co-sponsoring the 1997 Ohio Reading Recovery Conference and National Institute to be held in Columbus, Ohio, on February 1 - 4, 1997. This conference historically has been sponsored by the Ohio Department of Education and The Ohio State University Reading Recovery Program. These two sponsors invited the Council to be a co-sponsor in 1997 and 1998.

Four outstanding keynote speakers will address the Conference participants. **Billie Askew**, trainer of Teacher Leaders at Texas Woman's University, will open the conference with perspectives about working together for literacy. **Rudine Sims Bishop**, Reading Professor at The Ohio State University, will provide inspiration and reflection as a part of her banquet address to the Conference. **Michael Fullan**, Dean of the newly formed Ontario Institute for Studies in Education at the University of Toronto, will help conference participants identify "What's Worth Fighting For Out There" and how to formulate a course of action to get there. **Regie Routman**, Language Arts Resource Teacher in the Shaker Heights, Ohio School District, will close the Conference with her presentation on "Commitment to Literacy: Staying Inquisitive, Informed, and Inspired."

A new feature of the conference will be Preconference Institutes for Reading Recovery teachers, teacher leaders, site coordinators, administrators, and classroom teachers. These Institutes will be held on Saturday, February 1, 1997, and will feature topics on administering Reading Recovery Programs, guided reading, performance assessment, interactive writing in the classroom, text reading, acceleration for discontinuing, and parent and community involvement in literacy. Registration for the Conference and the Institutes will be combined on the same registration form for participants' convenience. The proceeds from the Preconference Institutes will benefit the Reading Recovery Council of North America.

Registration materials will be available in September and will be mailed to all Council members.

ANNUAL MEMBERSHIP MEETING

Because of the Council's co-sponsorship of this conference, the 1997 Annual Membership Meeting of the Reading Recovery Council of North America will be held in conjunction with the conference. Mark you calendars now for **Saturday February 1, 1997, at 4:00 PM in Columbus, Ohio, for the Annual Membership Meeting.** The Conference registration materials will include more information as will the next issue of the *Council Connections*.

Council Receives Gift from California Reading Recovery

During the West Coast Literacy Conference and Reading Recovery Institute, the Reading Recovery Council of North America received a contribution of $10,000 from the Reading Recovery Program at California Sate University at San Bernardino. The gift was presented by Program Director Stanley L. Swartz, Ph. D., Professor of Education at the University. Dr. Swartz presented the gift from funds generated by the sale of Carousel Books which are published in collaboration with Dominie Press. Reading Recovery Council Executive Director Jean Bussell accepted the gift on behalf of the Council. The gift will be used to foster and promote the operations of the Council to benefit Reading Recovery in North America. The Board of Directors thanks the Reading Recovery Program for its generous sharing of resources with the Council.

Your Membership

After six months of struggling to bring the RRCNA membership database up to date, the process is nearly complete. If you or any of your colleagues joined the Council in the past year and have not received your membership certificate or lapel pin, please contact the Council office at (614) 688-3738. We will process your request immediately. Back issues of all newsletters have been mailed to new members whose names were not yet entered into the database at the time of the original mailing. The schedule below will help you monitor your mail for Council publications during the next year.

In addition, your membership year began when your name was entered into the membership database regardless of when we received your dues payment. This way you will receive a full year's benefits in accordance with the database rather than from the time when your dues payment was processed. You will receive a membership renewal notice based on the database date. **Check the label on this newsletter for the month in which your renewal is due.**

The Council is investigating a new data system which will streamline our accounting and membership databases and help to prevent another backlog from occurring in the future. We thank you for your patience and your continuing support.

1996-97 Newsletter Mailing Schedule

(Note that mail is sent at bulk rate, so allow two to four weeks for receipt.)

Council Connections - All RRCNA Members - August 15, November 1, and March 1

Network News - Teacher Leaders and Site Coordinators - November 15 and May 1

The Running Record - Reading Recovery Educators - October 15 and March 15

Deadline for next issue of *Council Connections* is **October 15, 1996.**

"Students" Contribute to the Council

The fourteen Reading Recovery Teachers and two Teacher Leaders who participated in the Reading Recovery Summer Academy sponsored by The Ohio State University literally paid tribute to the programs leaders - Joetta Beaver and Rose Mary Estice - by pooling their financial resources and making a financial contribution of $415 in their honor to the Reading Recovery Council of North America. The thirteen day training program focused on accelerated learning for children close to discontinuing. Each participant began the day teaching one student and observing a partner's lesson, with a half hour debriefing following each lesson. After individual lessons, the class met as a whole. On seven days the group saw two lessons Behind the Glass followed by a group analysis of the lessons.

According to group members, "This Behind the Glass experience was powerful for us because all of the children were close to discontinuing and our group analysis focused on how to effectively observe, record, and analyze our lesson records in order to foster accelerated learning." The group continued, "The leaders provided scaffolding, meeting the members of the group at the edge of our own learnings, both in class and on school visits. They challenged our thinking as they continually searched for answers themselves."

In addition to teaching children, serving as a colleague, and learning to apply more theory to practice, the teachers and teacher leaders visited RRCNA's new headquarters during their stay in Columbus, Ohio.

Celebrating the tribute in the picture are: Front row left to right: Cheri Slinger (Upper Arlington OH), Melanie Finn (Dublin OH), Ruth Thomas (Raleigh NC), Rose Mary Estice (Columbus OH), Joetta Beaver (Columbus OH), Jannie Jensen (Falls Church VA). Middle row left to right: Nancy Pollock (Castro Valley CA), Diane Langner (Dublin OH), Helen Robinson (Cleveland Heights OH), Alison Date (La Honda CA), Ellen Haas (San Mateo CA). Back row left to right: Barbara Kennedy (Garner NC), Cindy King (Dublin OH), Joyce Dewey (Madison WI), Donna Dunckel (Los Altos Hills CA), Kelly Davis (Raleigh NC), Debra Duncan (Washington DC), Gayle Bannister (Madison WI).

MARIE CLAY TO KEYNOTE LEADERSHIP ACADEMY

Marie Clay, Founder of Reading Recovery, will keynote the Council's first North American Leadership Academy. The Academy's theme, "Strengthening the Operations of Reading Recovery," highlights Dr. Clay's focus on the implementation of Reading Recovery on this continent.

The Academy will be held in San Diego, California from July 30 to August 2, 1997. It will provide a planned educational experience for individuals and teams who are involved in the implementation of Reading Recovery. Particular attention will be given to the roles which superintendents, administrators, school board members and site coordinators play along with Reading Recovery teachers and teacher leaders in the implementation of Reading Recovery.

Topics currently planned for the Academy include:

Funding: Foundations and Corporations • Federal and State Sources • Title I • Making the Most of the Money You Have • Creating Funding Plans and Proposals

Implementation: Effectiveness and Efficiency • Building Local Evaluation Plans • Issues at New and Developed Sites

Research and Evaluation: Reporting What Is Out There • Ideas for Data Collection and Presentation • Building Local Evaluation Plans

Change: Building Plans to Deal with Change

Increasing Support, Ownership and Collaboration: Working with Stakeholders • School and District Teams • Creating Ownership

Political Process: How to Use It to Meet Children's Educational Needs

The Reading Recovery Council of North America is pleased to offer this educational opportunity to educators throughout North America. Watch your mail for registration materials in September, or call the Council office for more information.

Congratulations to 1996-97 Council Board of Directors

The Reading Recovery Council Elections Committee has announced the results of this year's election for positions on the Board of Directors of RRCNA.

Vice President: **Billie Askew**, Trainer, Texas Woman's University, Denton, Texas

Secretary: **Maribeth Schmitt**, Trainer, Purdue University, West Lafayette, Indiana

Trainer Representative: **Dianne Stuart**, Canadian Institute of Reading Recovery, Scarborough, Ontario

Teacher Leader Representative: **Gerry Haggard**, Plano Independent School District, Plano, Texas

Teacher Representative: **Lynn Salem**, Dublin Schools, Dublin, Ohio

Site Coordinator Representative: **Connie Thomas**, Anderson Community Schools, Anderson, Indiana

Partner Representative: **David Moriarty**, Medford Public Schools, Medford, Massachusetts

These individuals assumed their seats on the RRCNA Board effective July 1, 1996.

RRCNA Committee UPDATES

The RRCNA standing committee structure is the locus for members' involvement in RRCNA. Each committee includes multiple membership types and thus provides opportunity for involvement of teachers, teacher leaders, trainers, site coordinators, and partners. Committee memberships are reviewed annually, so if you are interested in serving as a member of a committee, contact the committee chairperson as listed in the following reports.

Research

Submitted by Janet S. Gaffney, Trainer, University of Illinois

Current Projects

The current projects of the Research Committee are proceeding in a timely manner. The annotated bibliography of Reading Recovery research is scheduled to be completed by the end of the year. Our thanks to Carol Lyons for overseeing this massive and important project.

Our first Theoretical Seminar on The Social Construction of Knowledge: Theory and Practice, will be held on February 28, 1997 at Oakland University in Michigan. Anne Marie Palincsar, University of Michigan, and Gordon Wells, Ontario Institute for Studies in Education, will be the topical experts. The event is jointly sponsored by the Department of Reading and Language Arts, the Oakland University Reading Recovery Program, the Michigan Reading Recovery Council and the Reading Recovery Council. Bob Schwartz has provided the leadership for creating this opportunity for us to communicate with experts in the social-constructivist view of cognitive development in this special format designed for Reading Recovery professionals.

The Module for Conducting Follow-Up Studies is being prepared by Angela Jaggar at New York University. The Program Effectiveness Study, using data from the existing data base, is "on hold" while Joe Groom's office completes the awesome task of data entry and analysis for the current school year.

The Research Committee is currently reviewing the following draft of Operational Guidelines. We would be pleased to have your input into their revision.

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RRCNA Committee UPDATES Continued

Draft of Operational Guidelines

PURPOSE

The Research Committee serves a unique and important role in the future of Reading Recovery and the coordination of research activities in the Reading Recovery Council of North America. The purposes of this Committee are to operate as:

(a) a clearinghouse for past and current research on Reading Recovery,

(b) a facilitator of research,

(c) a vehicle for responding to research related to Reading Recovery, and

(d) a mechanism for encouraging communication of Reading Recovery personnel and partners with researchers in literacy, learning, and teaching.

COMMITTEE MEMBERSHIP

The Committee shall be composed of at least 4 trainers, two teacher leaders, two site coordinators, two Reading Recovery teachers, and one partner. The Committee shall be chaired by a trainer.

FUNCTIONS

A description of each function of the Research Committee follows.

(a) Clearinghouse

The Research Committee will maintain an annotated bibliography of research on Reading Recovery including published articles, books, technical reports, dissertations, and unpublished manuscripts. The Reading Recovery Library will be available through the RRCNA Publications Committee. A listing of current research projects including a brief description of the study, researchers, and contact information will be maintained by the Research Committee.

(b) Facilitator of Research

1) Peer Review of Research

Individuals who are developing studies related to Reading Recovery may submit projects for peer review to the Research Committee. A designated subcommittee of the Research Committee will provide written reviews of submitted proposals. This review process serves a professional function and does not imply endorsement of the research study by the RRCNA.

2) Endorsement of Research

Individuals who have developed studies related to Reading Recovery may submit projects for endorsement by the RRCNA. Endorsement by the RRCNA may be helpful to a researcher in securing participation in the study. A designated subcommittee of the Research Committee will review the proposal and recommend or not recommend endorsement by the RRCNA. A letter will be written by the chair of the subcommittee that provides a rationale for the decision. Endorsement of research by the RRCNA does not imply funding.

3) Funding Research

Individuals who have developed studies related to Reading Recovery may submit projects for funding by the RRCNA. The RRCNA appropriates funds for the conduct of research. The Research Committee of the RRCNA will establish priorities for funding research and an application process. Projects may be awarded $500-$1000.

4) Commissioned Research

The Research Committee may commission research studies. In this case, the Research Committee or designees would generate a proposal for a major research project and secure funding. Researchers would be invited to work with the Research Committee or designees in refining the proposal and would complete the study.

5) Research Modules

The Research Committee would support the development of modules (15-25 pages) that could be used by Reading Recovery Teacher Training Sites to conduct local studies on important topics. The information would include purposes, rationales, and guidelines for collecting, analyzing, and presenting the data. These modules will be sold by the RRCNA under the guidance of the Publications Committee.

(c) Responding to Research Critiques

Two methods for responding to critiques of research on Reading Recovery are suggested. First, when an urgent response is needed, an individual may write a response and request feedback from others, including members of the Research Committee or other Site Coordinators, Trainers, Teacher Leaders, and Partners. In this case, the individual who wrote the initial response is the author.

At other times, usually when more time is available, a group may co-construct a response and be designated as co-authors.

The Research Committee may coordinate these activities as needed but individuals may initiate such responses on their own.

(d) Communication with a Broader Audience: Theoretical Seminars

Seminars on important and current topics related to early literacy, teaching and learning will be held in different locations on approximately an annual basis. Panels of experts will be invited to present and interact with one another and participants. Monographs of presented papers will be developed from each seminar and sold by the RRCNA under the guidance of the Publications Committee.

Announcement

Patricia Kelly, trainer at California State University at San Bernardino, has accepted the invitation of Carol Lyons, President of RRCNA, to become the new Chair of the Research Committee. Pat has been an active member of the Committee since its inception and I know that she will provide excellent leadership for the work of the group.

Please send or fax any ideas about the Research Committee and revisions of the Operating Procedures to Pat:

Home: 1295 S. Live Oak Park Road
Fallbrook, CA 92928
phone: 619-723-1230
fax: 619-723-6250.
Office: California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407
phone: 909-880-5657
fax: 909-880-7010.

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1996-97 Reading Recovery Council of North America Board of Directors

- President: Carol Lyons, Trainer, The Ohio State University, Columbus OH
- Past President: Gay Su Pinnell, Trainer, The Ohio State University, Columbus OH
- President-Elect: Joetta Beaver, Teacher Leader, Site Coordinator, Upper Arlington Schools, Upper Arlington OH
- Vice President: Billie Askew, Trainer, Texas Woman's University, Denton TX
- Secretary: Maribeth Schmitt, Trainer, Purdue University, West Lafayette IN (term expires 6/30/97)
- Treasurer (appointed): Douglass Kammerer, Site Coordinator, Marion City School District, Marion OH
- Trainer Representative: Clifford Johnson, Georgia State University, Atlanta GA (term expires 6/30/98)
- Trainer Representative: Dianne Stuart, Canadian Institute of Reading Recovery, Scarborough ONT (term expires 6/30/99)
- Teacher Leader Representative: Sue Hundley, Lesley College, Cambridge MA (term expires 6/30/97)
- Teacher Leader Representative: Gerry Haggard, Plano Independent School District, Plano TX (term expires 6/30/99)
- Teacher Representative: Diane O'Shaughnessy Dunn, Columbus Public Schools, Columbus OH (term expires 6/30/97)
- Teacher Representative: Lynn Salem, Dublin City Schools, Dublin OH (term expires 6/30/98)
- Site Coordinator Representative: Margaret Griffin, Texas Woman's University, Denton TX (term expires 6/30/97)
- Site Coordinator Representative: Connie Thomas, Anderson Community School Corporation, Anderson IN (term expires 6/30/99)
- Partner Representative: William Lynch, Lynch Foundation, Rancho Santa Fe CA (term expires 6/30/98)
- Partner Representative: David Moriarty, Medford Public Schools, Medford MA (term expires 6/30/99)
- Training Advisory Committee Chairperson (appointed): Irene Fountas, Trainer, Lesley College, Cambridge MA
- Canadian Institute of Reading Recovery Representative (appointed): Jeanne Milovanovic, Partner, Scarborough, ONT
- Descubriendo La Lectura Representative (appointed): Olivia Ruiz, Partner, Scott Foresman Publishers, Tucson AZ
- Reading Recovery Inc. Representative (appointed): Nancy Zimpher, Dean of the College of Education, The Ohio State University, Columbus OH
- President's Appointment: Connie Williams, Teacher Leader, Long Beach USD, Long Beach CA (term expires 6/30/97)
- President's Appointment: Deborah Dillon, Site Coordinator, Purdue University, West Lafayette IN (term expires 6/30/97).

Reading Recovery Council of North America
Nominations Form • 1997-98 Board of Directors

All members of the Reading Recovery Council of North America are eligible to nominate one person for each of the positions listed on this form. The nominator must provide a statement of recommendation for each individual nominated. The nominee must indicate his or her willingness to serve by providing biographical data and a position statement concerning his or her interest in the Board of Directors position. Nominees must have been a member of the Council for at least one year prior to their nomination. Non-members will not be placed on the ballot. Elections will be held during March 1997. Elected officers and Board members take office on July 1, 1997, and serve a three-year term (except the Secretary who serves a one-year term). Members are asked to attend at least two meetings each year in various locations. Travel expenses must be covered by the Board member. A list of the current Board members and their terms of office appears on the back of this form. All current members are eligible for re-election.

If you wish to make a nomination in more than one category, please copy this form and submit one form for each category for which you are nominating an individual.

RETURN THE NOMINATIONS FORM TO THE ADDRESS BELOW NO LATER THAN NOVEMBER 1, 1996.

Positions for which nominations are requested are as follows:

- Vice President (becomes President after serving an additional year as President-Elect)
- Secretary (one year term)
- Teacher Leader (three year term)
- Reading Recovery Teacher (three year term)
- Site Coordinator (three year term)

Nominee Name: _____ Street Address: _____

City: _____ State/Province: _____ Zip Code: _____

Office Telephone: (____)_____ Home Telephone: (____)_____

Position(s) for which Nominee is recommended:

__ Vice President __ Secretary __ Teacher Leader __ RR Teacher __ Site Coordinator

Nominator's Statement of Recommendation:

_____

_____

_____

Nominee's biographical statement of experience in Reading Recovery, early literacy, program development, other: (Limit 50 words)

_____

_____

_____

_____

_____

Nominee's vision and position statement for the Reading Recovery Council of North America: (Limit 30 words)

_____

_____

_____

Nominee's Signature: _____ I have been a member of RRCNA for at least one year in the membership category of _____ and currently am a member: ____ Yes ____ No

SUBMITTED BY:_____

Position: _____

Address: _____

City: _____ State/Province: _____ Zip: ____

Work Telephone: _____ Home Telephone: _____

Signature: _____

MAIL TO: Gay Su Pinnell, Past President
Nominating Committee Chairperson
Reading Recovery Council of North America
1929 Kenny Road - Suite 100
Columbus OH 43210-1069
FAX 614/292-4404

MUST BE RECEIVED NO LATER THAN NOVEMBER 1, 1996

RRCNA Committee UPDATES Continued

Publications and Communications

Submitted by Mary Anne Doyle, Trainer, University of Connecticut

This Committee serves the membership of RRCNA by promoting publication and communication activity that is compatible with the general policies and procedures established by the RRCNA. In this endeavor, we are very pleased to support the efforts of our journal and newsletter editors and the work of the many subcommittees which create supportive and/or informational materials for our network of Reading Recovery educators.

For the current academic year, I am pleased to acknowledge and thank our returning editors who include **Janet Bufalino**, Editor of *Council Connections*, **Maribeth Schmitt**, Editor of the *Network News*, and **Adria Klein** and **Stanley Schwartz**, Editors of the *Literacy, Teaching and Learning*, An International Journal of Early Literacy. I am also pleased to welcome **Judith Neal**, Trainer, California State University at Fresno, who has assumed editorship of *The Running Record*.

The Committee and editors have established a schedule that will result in publication of the *Council Connections* in Fall, Winter, and Spring. Issues of the other newsletters and the journal will be published twice, once in the Fall and once in the Spring.

Each editor welcomes contributions from the membership, and each editor will strive to reflect the interests of our diverse readership. We encourage your submissions. Descubriendo La Lectura educators may wish to contact **Carlos Manrique** regarding publishing opportunities and Canadian members are invited to contact **Dianne Stuart**. The addresses of our editors and contacts are listed below.

Other publications forthcoming from the endeavors of our various subcommittees include *Comprehensive Booklist*, completed by the Book Committee under the direction of Sue Hundley and Beverly Hoffman; the *Descubriendo La Lectura Booklist*, completed by the Collaborative for Reading Recovery in Spanish/Descubriendo La Lectura, an effort coordinated by Raquel Mireles; *Leadership for Literacy: A Guidebook for School-Based Planning*, compiled by Susan Paynter for the Implementation Committee; and a *Site Coordinator's Handbook*, developed by a committee of trainers chaired by Clifford Johnson. These will be available through the RRCNA Catalogue for Reading Recovery Teacher Leaders and Teachers.

Addresses of editors and contacts:

Janet Bufalino, Editor
Council Connections
Shippensburg University
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1871 Old Main Drive
Shippensburg, PA 17257-9989

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Purdue University
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West Lafayette, IN 47907-1442

Judith Neal, Editor
The Running Record
CSUF School of Education
and Human Development
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Fresno, CA 93740-0202

Adria Klein, Stanley Schwartz, Editors
Literacy, Teaching and Learning
School of Education
California State University
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San Bernardino, CA 92407-2397

Carlos Manrique
Descubriendo La Lectura
3540 Lexington Street
El Monte, CA 91731

Dianne Stuart
Canadian Institute of Reading Recovery
Scarborough Campus
University of Toronto
1265 Military Trail
Scarborough, Ontario
MIC 1A4, CANADA

Implementation

Submitted by Billie J. Askew Texas Woman's University

The RRCNA Implementation Committee has several activities to report:

Leadership for Literacy Guidebook

The *Leadership for Literacy Guidebook for School-Based Planning* distributed in the spring as been recalled and will be replaced with a revised edition as soon as possible. As a result of a series of glitches, the Guidebook was printed and disseminated before it was reviewed and edited. Please discard the old copies and replace them with the new ones. The booklet will be helpful to all schools involved in school-based planning, and we encourage all Reading Recovery sites to order copies for use in their districts and schools.

Revision of Site Report Guidelines

Carol Lyons (representing the Implementation committee) and Bob Schwartz (representing the Research Committee) are co-chairing a sub-committee to review and possibly revise the guidelines for annual site reports. Reports on this subcommittee's progress will be shared throughout this school year.

Reporting Data

Carol Lyons and Billie Askew (Implementation Committee) are working with Marie Clay to devise a plan for piloting a new way of reporting data to ensure the inclusion of all children served by Reading Recovery. Updates will be shared during the year.

School and Site Scan Forms

While data are collected on all Reading Recovery children annually, very little information is available about school and sites involved in Reading Recovery. Reading Recovery sites in the Texas Woman's University network were involved in a pilot in the spring to determine the kind of information that would be useful. Committee members will work with Joe Groom to determine the possibility of a short data form for sites to use in

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RRCNA Committee UPDATES Continued

the future. This scan-form format will be piloted and reported to the membership.

Guidelines and Standards

Submitted by Noel Jones, Committee Chair, University of North Carolina at Wilmington

In January of 1996 the Guidelines and Standards Committee developed a set of proposed additions and changes to the guidelines document. These proposals were revised by the committee chair following discussions with trainers and with teacher leaders. Proposals #1, #2, and #3 are additions; they specify and clarify current expectations. Proposals #4 and #5 are changes to current guidelines. These were discussed with Teacher Leaders at regional caucus meetings at the Institutes, and received a high degree of support.

#1-Proposed Guideline Concerning Relationship of Teacher Training Sites to University Training Centers

1. Each Reading Recovery teacher training site must establish affiliation with the university training center within their state or, if none exists within the state, with another appropriate university training center, for purposes of data reporting and continuing professional development. The site application for each teacher training site must be on file at the university training center with which the site is currently affiliated.

2. In cases where more than one training center exists within a state or region, or where none exist, a state or region-wide council shall be established, with representation of all roles, to facilitate collaboration and sharing of responsibilities. Issues of jurisdiction between training centers or sites should be referred to the coordinating council whose decision shall determine the outcome.

3. If a teacher leader is trained away from the state of residence, the center that supplied the training shall provide services to that teacher leader and school unit during the first field year. An agreement between training centers will determine which site will continue the professional relationship with that teacher leader and site thereafter.

4. To assure compliance with guidelines for teaching and training, affiliations between districts must be formalized by written assurances and a copy filed with the state or regional training center responsible for data reporting and professional development.

5. Teacher leaders and/or site coordinators shall inform the university training center when agreements are made to train teachers from any district outside their established site.

6. By a specified date a copy of each site's annual report should be filed with the university training center with which that site is affiliated, and a copy sent to the Executive Director of the RRCNA in order to receive recognition of continuing status as an approved Reading Recovery site. State reports must also be filed with the Executive Director of the RRCNA if there is a university training center in that state.

#2- Proposed Guideline Concerning Maintenance of Certification

Reading Recovery trainers, teacher leaders and teachers maintain their certification by actively engaging in the roles and responsibilities of those positions and participating in professional development activities as spelled out in the Guidelines and Standards document of the RRCNA. Certification will be considered lapsed if a person does not, for a period of more than one year, serve in the Reading Recovery role for which they were trained and participate in required Reading Recovery professional development activities.

A person whose certification has lapsed may obtain re-certification by successfully completing an appropriate plan of professional development developed by the training center or site.

#3-Proposed Guideline Concerning the Termination of Sites

If a Reading Recovery site loses the service of all teacher leaders in its employment, it will lose its status as a recognized Reading Recovery site. It may continue service to Reading Recovery children by establishing a written agreement with another site to provide continuing contact services and other professional development services for their teachers.

#4-Proposed Change in Requirements for Reading Recovery Teachers (Teaching Children)

Teach a minimum of four first-grade children per day individually for 30 minutes daily sessions in a school setting.

#5-Proposed change in requirements for Reading Recovery teachers (Continuing Contact)

Attend a minimum of six continuing contact sessions for trained teachers each year, at least four of which include discussion of two behind-the-glass demonstration lessons. Inaugural and closing meetings, study groups and conference attendance count as additional sessions.

This is a modification of the proposal printed in the last edition of *Council Connections*, which read:

"Attend a minimum of six continuing contact sessions for trained teachers annually at each of which two behind-the-glass demonstration lessons are presented and discussed. Inaugural and closing meetings, study groups and conference attendance count as additional sessions."

Many teacher leaders felt this guideline could work hardship for various reasons: e.g., sites that cover wide geographic areas or which have only a few Reading Recovery teachers. Sufficient concern was expressed about the guideline to merit changing the original proposal. Final decision on all guidelines will be made by the Executive Board of the RRCNA.

In addition to the above proposals, the committee is taking the following steps that should result in further changes to the *Guidelines and Standards* document. (1) The committee which developed the document, "*Selection of Children*" has been asked to review that document and recommend sections and wording that should be included in the published Guidelines. (2) The Trainers Group has been asked to develop and propose additions or amendments to the Guidelines which specify continuing professional development expectations for all Reading Recovery roles (University Trainer: Site

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RRCNA Committee UPDATES Continued

Coordinator; Teacher Leader; and Teacher) and possibly to make suggestions for orientation and professional development for principals of Reading Recovery schools. (3) The committee will work with trainers to develop written rationales for key guidelines which may be included in the next publication of the RRCNA Guidelines and Standards. (4) The committee will review material received from Descubriendo La Lectura which would integrate material into the current guidelines to reflect their applicability to Descubriendo La Lectura.

Training Advisory

Submitted by Irene Fountas, Director, Center for Reading Recovery, Lesley College

Members of the Training Advisory Committee have been involved in several projects during its first year. Jeanette Methven has worked intensively on completing a set of guidesheets for use by teacher leaders with teachers in training. These sheets are a resource material for guiding and reviewing basic principles of teaching in Reading Recovery. Peg Gwyther has continued to pursue the use of technology in training and made presentations to teacher leaders at the Teacher Leader Institute in June. Judith Neal developed a needs survey which was distributed at the TL Institute, information from which will be used for further committee goals. Mary Fried, with her committee members, is in the process of developing a Teacher Leader Resource Paper on Working Effectively with Teachers and Teacher Leaders in Training. In addition committee members have responded to numerous requests regarding the review of materials related to training.

An exciting new project for the upcoming year is the collaboration of the Training Advisory Committee with the Implementation and Planning Committee to conceptualize and administer a Summer Academy for RRCNA Members. See article on page seven of this newsletter.

This committee will continue to work as a liaison with the North American Trainers group to assure the quality, expansion and delivery of training. We encourage you to call or write with your input to: Irene Fountas, The Training Advisory Committee of RRCNA, Lesley College Center for Reading Recovery, 1819 Massachusetts Avenue, Suite 309, Cambridge, MA 02140.

Update of Reading Recovery in Canada

Dianne M. Stuart, Trainer/Administrator

Reading Recovery was initially introduced in Canada in 1988, when administrators from the Scarborough Board of Education visited the Reading Recovery training site at Ohio State University and subsequently hired the first Teacher Leader.

As a result of the success experienced by young children in Reading Recovery and the commitment of classroom teachers to undertake the training required to work with them, a partnership was formed between the Faculty of Education, University of Toronto, and the Scarborough Board of Education. Support for the initiative came from the Ontario Ministry of Education and Training, Human Resources Development Canada, and the Ontario Teachers' Federation. This partnership led to the creation of the non-profit corporation called the Canadian Institute of Reading Recovery.

The Canadian Institute was officially opened by Dame Marie Clay in September 1993 with 12 students representing three provinces. Since that time an additional 39 Teacher Leaders have been trained at the Canadian Institute of Reading Recovery.

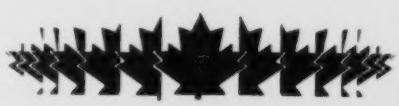
On December 16, 1996, the Manitoba Minister of Education and Training announced the establishment of the Western Canadian Institute of Reading Recovery. The Institute was established through a partnership of Manitoba Education and Training, the University of Winnipeg and St. James-Assinibois School Division N. 2. The Western Canadian Institute will be working in collaboration with the Canadian Institute of Reading Recovery and under the guidelines set by the Board of Governors.

The expansion of Reading Recovery has been most rapid in the province of Ontario where the Ontario Ministry of Education and Training has committed funding to the Canadian Institute for the next three years. The Ministry of Education and Training in Manitoba has also made a commitment to funding the Western Canadian Institute over the next three years. Nova Scotia's Ministry is committed to the implementation of Reading Recovery by training six Teacher Leaders this year which will provide a Teacher Leader in each region of the province.

Other provinces which have trained Reading Recovery Teacher Leaders include: British Columbia, Alberta, Quebec, Newfoundland/Labrador and New Brunswick.

As of September 1996, there will be 59 Teacher Leaders in Canada, three Trainers, and approximately 1,000 Reading Recovery teachers and teachers-in-training serving approximately 8,100 children across the country.

Since it opened, the Canadian Institute has gained both national and provincial recognition, welcoming visitors from school boards and universities across the country. In 1993, Dame Marie Clay gave the Canadian Institute of Reading Recovery the right to the trademark as a quality control measure to ensure the standards in Canada as the national program began.



Trainers From Around the World Meet

Rose Mary Estice, Clinical Trainer, The Ohio State University

The International Reading Recovery Trainer Group met in Dallas, Texas last April for two days of networking, problem-solving, and planning. This was the first meeting ever held for the total group. (Some international trainers met following the Second International Reading Recovery Conference in California in 1995.) Trainers from Australia, Canada, England, New Zealand, and the United States participated. Marie Clay was present and had the opportunity to provide final remarks to each area of discussion.

The major topics discussed in both small and large groups were: Future Communication; Implementation in Districts, States, Countries; Research-Related Issues; Training Issues; Review of The Reading Recovery Council of North America; International Leadership; Teaching Children; and The Theories That Guide Us. Clay ended the meeting with final remarks and challenges to the group.

As a result of recommendations from the trainer group, Bob Schwartz, trainer from Oakland University in Michigan, set up a list-serve whereby all trainers on e-mail can communicate to the total group. Predictions of progress was a recent topic in which many trainers shared their perspectives. It has been suggested that school visits be the next issue on-line. The US trainers also used the list-serve for efficient communication surrounding the planning of the Teacher Leader Institutes. Trainers in New Zealand do not have access to e-mail yet, so for the time being their communication link will be by FAX.

Another outcome of this April meeting was the nomination and election of an International Leadership Team of trainers who will work closely with Marie Clay to problem-solve Reading Recovery issues from within and outside the network. Results of the election are not available at the time of this writing.

It was agreed that meetings including all trainers are critical for the future of Reading Recovery and consequently the trainer group has recommended one international meeting a year.

The North American trainers met for two days prior to the international meeting to finalize plans for the Teacher Leader Institutes and to discuss other trainer and RRCNA issues.

The trainers rated the meetings as highly productive due in large part to the work of Mary Anne Doyle (trainer from the University of Connecticut) who presided over the meeting and Jane Ashdown (trainer from New York University) who was the chair of the Trainer Steering Committee. Of course the input from Marie Clay and the opportunity to discuss issues with international colleagues also contributed greatly to the productiveness of this time together.

Becoming A University Training Site

Jane Ashdown, Chair of North American Trainers Group

Across North America, there has been a need to expand the number of Universities providing Teacher Leader training and the following services to maintain and enhance the growth of Reading Recovery: initial teacher leader training, on-going professional development, and technical assistance necessary to ensure quality implementation at the district level.

To become a University training site the following steps have been established by the North American Trainers Group. To make application to establish a site, submit a letter of interest to Ms. Jane Ashdown (212-998-5408 for address/fax) by January 15. Within 10 days of receipt of letter, application materials and the Guidelines and Standards of the RRCNA will be sent to the interested University from The Ohio State University. The University will in turn complete and return the application to The Ohio State University.

At the spring trainers meeting, a summary of the application materials will be reviewed. Particular attention will be given to the following: institutional support for the program, sources of funding, support of local school systems and the state education department, as well as the qualifications of the candidates. In some cases representatives from the applicant University may be invited to attend the Trainer's meeting.

These arrangements were designed to ensure a strong University based program and ensure that quality implementation is initiated from the beginning.

BEST COPY AVAILABLE

Reading Recovery Council Incorporates

After many months of discussion and development, the Reading Recovery Council of North America has completed the process of incorporation as a not-for-profit corporation. The Articles of Incorporation were filed with the Ohio Secretary of State on May 29, 1996, completing the process of organization which began several years ago.

The Articles of Incorporation state that the Reading Recovery Council of North America was formed exclusively for charitable purposes to: 1) preserve the integrity of the Reading Recovery program and improve its effectiveness; 2) expand Reading Recovery programs throughout the United States and Canada; 3) provide high quality literacy education for all children; and 4) promote Reading Recovery programs to educators while fostering outreach, communication, and research.

In the process of incorporation, the bylaws which were published in the Spring 1995 issue of Council Connections were revised and relabeled Code of Regulations to conform with Ohio law. The following text is the exact text as filed with the Articles of Incorporation.

CODE OF REGULATIONS OF READING RECOVERY COUNCIL OF NORTH AMERICA, INC.

ARTICLE I
NATURE AND PURPOSE

Section 1.01. Nature. The Reading Recovery Council of North America, Inc. ("RRCNA") is a membership, not for profit organization pursuing charitable and educational endeavors.

Section 1.02. Purpose and Mission. The purposes of this Corporation are:

(a) Preserving the integrity of the Reading Recovery Program and improving its effectiveness;
(b) Providing Reading Recovery to every child who needs individual help in learning to read and write;
(c) Strengthening the context within which Reading Recovery is implemented; and
(d) Increasing knowledge about how children and teachers learn.

ARTICLE II
MEMBERSHIP

Section 2.01. Membership. The membership of the Reading Recovery Council of North America ("RRCNA"), shall consist of two membership classes. The sole member of Class A of the corporation shall be Reading Recovery, Inc. ("RRI"). Class B membership shall be composed of individual members. Membership in good standing for Class B members shall be defined as all members current in the payment of dues.

Section 2.02. Membership Policy. The categories of membership and the annual dues shall be determined by the Board of Trustees (hereinafter all references to the Board shall mean the Board of Trustees. Trustees shall be referred to as Directors). Members in good standing shall be responsible for: voting for officers; participating in membership meetings; voting within a service category for representatives of the Board; and, participating in other business of RRCNA. Any person who wishes to support the purposes of RRCNA and to share in its work shall be eligible for membership. Any member may be removed with cause by a majority vote of the Board at any meeting of the Board.

Section 2.03. Membership Year. The membership year shall begin on the date the member's dues payment is recorded by RRCNA and end on the same date in the following year.

ARTICLE III
MEMBERSHIP MEETINGS

Section 3.01. Annual Membership Meetings. The annual membership meeting for the consideration of any business that may properly come before such meeting shall be held on such date and at such place in time which may be fixed from time to time by the Directors.

Section 3.02. Membership Meetings. Special membership meetings may be called only by the President, Secretary, or RRI.

Section 3.03. Notice of Membership Meetings. Written notice stating the date, place and time of a membership meeting shall be given either by personal delivery or by mail not less than ten (10) and no more than sixty (60) days before the date of the meeting to all members by or at the direction of the President or Secretary. If mailed, such notice shall be addressed to a member at his/her address as it appears on the records of the Corporation. Notice of adjournment of a meeting need not be given if the date, place and time to which it is adjourned is fixed and announced at such meeting.

Section 3.04. Waiver of Notice. Notice of the date, place and time and purpose or purposes of any membership meeting may be waived in writing, either before or after holding of such meeting, by the members, which writing shall be filed with or entered upon the records of such meeting. The attendance of such representative of a member, in person or by proxy, at any such meeting without protesting the lack of a proper notice prior to or the commencement of the meeting shall be deemed to be a waiver by the member of notice of such meeting.

Section 3.05. Quorum. The attendance of one hundred (100) members of Class B membership shall constitute a quorum for the official business meeting.

ARTICLE IV
DIRECTORS

Section 4.01. Authority and Qualifications. Except where law, the Articles or these Regulations otherwise provide, all authority of the Corporation shall be vested in and exercised by a Board of Directors. The Board shall direct and carry on the business and affairs of RRCNA. Responsibilities include the oversight of the mission and management of RRCNA, policy development, planning, evaluation, allocation and resource development, and the creation/designation of chapters of RRCNA members.

Section 4.02. Reserved Powers. Notwithstanding anything to the contrary in this Code of Regulations, the following corporate actions shall require the approval of both RRI and the Board:

(a) Sale or other disposition of substantially all of the Corporation's assets.
(b) Merger or consolidation of the Corporation with, or into, another entity.
(c) Liquidation and dissolution of the Corporation.
(d) Distributions by the Corporation.
(e) Amendment of the Corporation's Articles.
(f) Amendment of this Code of Regulations.

Section 4.03. Number of Directors and Term of Office. A person elected or appointed as a Member of the Board shall have held membership in RRCNA for at least one year prior to their nomination. The initial Directors named in the Articles will serve until the next election. The number of Directors of the Corporation shall not exceed twenty-five (25). Board members shall include: (a) the officers of the corporation; (b) special members serving by Presidential appointment with majority approval of the Board, including, but not limited to, the Chairperson of the Training Advisory Committee; (c) a representative of the Canadian Institute of Reading Recovery designated by CIRR, a representative of Descubriendo La Lectura designated by DLL, and a representative of any entity which receives a trademark designation in North America; (d) the President of Reading Recovery Inc. and one Director of Reading Recovery, Inc. selected by the President of Reading Recovery Inc.; and (e) representative members from each of the following Reading Recovery service categories - trainers, teacher leaders, teachers, site coordinators and partners. The Board shall determine the number of Board members elected from each service category.

Each elected Director from a service category shall be elected to serve a three (3) year term, one-third of the terms expiring annually, or until his/her successor is duly elected and qualified or until his/her earlier resignation, removal from office, death, or otherwise provided in the Articles. The number of Directors may be fixed or changed by the Board at a membership meeting of the Board. No reduction in the number of Directors shall of itself have the effect of shortening the term of any incumbent Director. An elected member from a service category may serve as a Director for no more than two (2) consecutive terms.

Section 4.04. Election. Board members shall be elected annually by RRCNA members in good standing as follows: (a) a Nominating Committee chaired by the Past President and approved by the Board will be appointed by the President; (b) the Nominating Committee shall develop a ballot containing nominees for each office and Board position to be filled; (c) the ballots shall be mailed to the active members of the RRCNA by March 1 of each year with instruction to return them not later than April 1, of each year and the election process will be completed by May 1 of each year; (d) the counting of ballots is the responsibility of Elections Committee chaired by the Vice President. Nominees receiving the highest number of votes will be declared elected; and, (e) in the event of a tie vote, the Election Committee will propose a process to resolve ties. Board members shall take office July 1 following their election or appointment. All Board members must have been a member of RRCNA for at least one year prior to their nomination.

Section 4.05. Removal. A Director or Directors may be moved from office, with cause, only by a majority vote of the Board. The Director or Directors in question shall not participate in said vote. In case of any such removal, the new Director may be elected at the same meeting for the unexpired term of each Director removed. Failure to elect a Director to fill the unexpired term of any Director removed shall be deemed to create a vacancy in the Board.

Section 4.06. Vacancies. Any vacancy of the Board caused by death, resignation, disqualification, removal or any other cause shall be filled by a majority vote of the remaining Board members, and the elected Director shall hold office until the next annual election at which time a permanent replacement will be elected by the membership.

Section 4.07. Resignation. Any Board member may resign at any time by giving written notice to the President or to the Secretary of RRCNA. The resignation of any Board member shall take effect at the time that the resigning member specifies in writing. The acceptance of such resignation shall not be necessary to make it effective.

Section 4.08. Status Change. Any Board member who no longer satisfies the eligibility criteria for the representational category from which that member was elected may continue to serve through the remainder of the current fiscal year but may not stand for re-election in that representational category.

Section 4.09. Meetings. A minimum of two (2) regular meetings of the Board shall be held each year at such time and place as the Board may determine by a vote of the majority of the entire Board. The Directors shall hold such other meetings as may from time to time be called. Meetings of the Directors may be held through any communications equipment if all persons participating can hear each other, and participation in a meeting pursuant to this provision shall constitute presence at such a meeting.

Section 4.10. Notice of Meetings. Notice of the time and place of each meeting of the Directors which notice is required by law, the Articles or these Regulations shall be given to each of the Directors by at least one of the following methods: (a) by writing mailed not less than two (2) weeks before such meeting and addressed to the residence or usual place of business of a Director, as such address appears on the records of the Corporation; or, (b) by telegraph, cable, radio, or fax, sent to the residence or usual place of business of a Director as the same appears on the records of the Corporation, not later than ten (10) days before such meeting; or, (c) personally or by telephone not later than (10) days before such meeting.

Notice given to a Director by any one of the methods specified in these Regulations shall be sufficient, and the method giving notice to all Directors need not be uniform. Notice of any meeting of Directors may be given only by the President or Secretary of the Corporation or by the Directors calling the meeting. Notice of adjournment of a meeting of the Directors need not be given at the time and place to which it is adjourned or fixed and announced at such meeting.

Section 4.11. Waiver of Notice. Notice of any meeting of Directors may be waived in writing, before or after the holding of such meeting, by any Director, which writing shall be filed with or entered upon the records of the meeting. The attendance of any Trustee or any meeting of Directors without protesting, prior to or at the commencement of the meeting, the lack of proper notice shall be deemed to be a waiver by him or her of notice of such meeting.

ARTICLE V
OFFICERS

Section 5.01. Roster of Officers. The Officers of this Corporation will consist of the following: (1) President; (2) President-Elect; (3) Past-President; (4) Vice President; (5) Secretary; and (6) Treasurer. The Officers shall be members of the Board.

Section 5.02. Selection of Officers. The President shall serve for a term of one year. The President-Elect shall serve with the guidance of the President for one (1) year in preparation for his or her term as President. The Vice President shall serve with the guidance of the President-Elect for one year in preparation for his/her term as President-Elect. The Past President shall serve a term of one year following his/her term as President. The Treasurer shall be appointed by the President and will serve one year. The Treasurer may be reappointed up to a maximum of three years. The Secretary and Vice President shall be elected by the membership and shall serve one

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year. All officers must have been a member of RRCNA for at least one year prior to their nomination.

Section 5.03. President. The President will, subject to the control of the Board or any Committees, supervise and control the affairs of the Corporation. The President will perform all duties incident to the office and any other duties that may be required by these Regulations or prescribed by the Board.

The President shall appoint the Treasurer and the Special Members of the Board. The President shall also appoint the members and chairs of committees with the approval of the Board. The President shall chair the Board, the Executive Committee, and Administrative Committee, and annually present the status of the organization. The President shall become Past President at the end of his/her term.

Section 5.04. President-Elect. The President-Elect will be a member of the Administrative Committee and carry out any other duties as designated by the President and approved by the Board. The President-Elect shall become the President at the end of his/her term. In the event that either the President or the Past President are unable to carry out the duties of the President, the President-Elect shall do so. In this instance, the President-Elect shall serve for the balance of the term and the subsequent year as President.

Section 5.05. Vice President. The Vice President shall perform any duties that may be prescribed by the Board. The Vice President shall serve as Chair of the Elections Committee. The Vice President shall become President-Elect at the end of his/her term. In the event that the President-Elect is unable to complete his/her term, the Vice President shall serve the remainder of this term and the subsequent year as President-Elect.

Section 5.06. Secretary. The Secretary will keep minutes of all meetings of the Board, be the custodian of the corporate records, give all notices as are required by law or by these Regulations, and, generally, perform all duties incident to the office of Secretary and any other duties as may be required by law, by the Articles of Incorporation, or by these Regulations, or that may be assigned by the Board. A current listing of the committees will be kept by the Secretary.

Section 5.07. Treasurer. The Treasurer will have charge and custody of all funds of this Corporation, and will deposit the funds as required by the Board, keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, render reports and accountings to the Directors and to the Members as required by the Board or by Members or by law. The Treasurer will perform in general all duties incident to the office of Treasurer and any other duties as may be required by law, by the Articles of Incorporation, or by these Regulations, or that may be assigned by the Board. The Treasurer shall serve as the chair of the Finance Committee.

Section 5.08. Past President. The Past President shall chair the Nominating Committee and perform such other duties as from time to time may be assigned by the President and approved by the Board. In the absence of the President, or in the event of the President's inability or refusal to act, the Past President shall perform the duties of the President for the balance of the President's term, and continue to serve simultaneously as Past President.

Section 5.09. Election Procedures. The Vice President and Secretary shall be elected annually by members in good standing in the same manner as the Board. Officers shall take office July 1 following election.

Section 5.10. Removal of Officers. Any Officer elected or appointed to office may be removed by the persons authorized under these Regulations to elect or appoint Officers whenever in their judgment the best interests of this Corporation will be served. However, any removal will be without prejudice to any contract rights of the Officer so removed.

Section 5.11. Resignation. Any Officer may resign at any time by giving written notice to the Board or the President or the Secretary. A resignation shall take effect at the time specified therein, and unless otherwise specified, shall become effective upon delivery. The acceptance of such resignation shall not be necessary to make it effective unless so specified in the resignation.

Section 5.12. Vacancy. Any vacancy in a Board of Director's office for any reason may be filled by the Board in such a manner as it determines to be appropriate under the circumstances.

Section 5.13. Delegation of Duties. In the absence of any officer or assistant officer or for any other reason which the Board may deem sufficient, the Board may delegate the authorities and duties of any officer to any other officer, assistant officer, or to any Director. In addition to the foregoing, each officer or assistant officer shall perform all duties as may from time to time be delegated to each of them by this Code of Regulations or by the Board or any committee of Directors as provided in this Code of Regulations.

ARTICLE VI
INFORMAL ACTION

Section 6.01. Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of the Nonprofit Corporation Law, the Articles of Incorporation of this Corporation, or these Regulations, a waiver of the notice in writing signed by the person or persons entitled to notice, whether before or after the time stated in the waiver, will be deemed equivalent to the giving of the notice. The waiver must, in the case of a special meeting of Members, specify the general nature of the business to be transacted.

Section 6.02. Action by Consent. Any action required by law or under the Articles of Incorporation of this Corporation or these Regulations, or any action that otherwise may be taken at a meeting of either the Members or Board, may be taken without a meeting if a consent in writing, setting forth the action taken, is signed by all the persons entitled to vote with regard to the subject matter of the consent, or all Directors in office, and filed with the Secretary of the Corporation.

ARTICLE VII
COMMITTEES

Section 7.01. Program Standing Committees. The Board may in its work designate Program Standing Committees to fulfill duties as needed. Members of Program Standing Committees shall be recommended by the President and approved by the Board. A member of Descubriendo La Lectura and of the Canadian Institute of Reading Recovery will be represented on all Program Standing Committees.

Section 7.02. Governance Standing Committees. The Board may in its work designate Governance Standing Committees to fulfill duties as needed. Members of Governance Standing Committees shall be recommended by the President and approved by the Board. Whenever possible a member of Descubriendo La Lectura and of the Canadian Institute of Reading Recovery will be represented on all Governance Standing Committees.

Section 7.03. Subcommittees. Standing Committees may create subcommittees to fulfill commissioned tasks by presenting a written request to the President for approval. Subcommittees of Standing Committees function with the same membership and term structures as the parent committee.

Section 7.04. Terms of Committee Members. Standing Committee and Subcommittee members shall serve three (3) year terms with one-third of the terms expiring annually. Full terms are renewable for members up to six years of total service per member.

Section 7.05. Ad hoc Committees. The Board may in its work employ Ad hoc Committees which shall have duties and responsibilities as are granted to them by the Board. The Ad hoc Committee members shall be recommended by the President and approved by the Board to carry forth a specified mission.

Section 7.06. Terms for Ad hoc Committee Members. Ad hoc Committee members shall be appointed for as long as necessary to complete the assigned task.

Section 7.07. Formal Action for Committees. In all matters eventuating in formal action by Committees, each attending member shall have one vote. A majority vote of the members present shall be necessary for a proposition to prevail unless otherwise noted in these bylaws.

Section 7.08. Executive Committee. With the exception of the power to fill vacancies on the Board and to encumber fiduciary responsibility wholly or severally upon the Board, the Executive Committee shall have the power of the Board between meetings of the Board. It shall be composed of the elected and appointed officers of RRCNA. Four members of the Executive Committee shall constitute a quorum. Notice of all meetings shall be given to all members of the Committee. A simple majority vote shall be decisive. Minutes shall be mailed to all Board members. Meetings may be held via telephone conference call as needed. Actions of the Executive Committee shall be ratified by the Board at its next regularly scheduled meeting.

ARTICLE VIII
OPERATIONS

Section 8.01. Fiscal Year. The fiscal year of this Corporation is July 1 through June 30.

Section 8.02. Execution of Documents. Except as otherwise provided by law, checks, drafts, promissory notes, orders for payment of money, and other evidences of indebtedness of this Corporation will be signed by the Treasurer, the President or the Executive Director. Contracts, leases, or other instruments executed in the name of and on behalf of the Corporation will be signed by the Secretary and countersigned by the President or the Executive Director, and will have attached copies of the resolutions of the Board certified by the Secretary authorizing their execution.

Section 8.03. Books and Records. This Corporation will keep correct and complete books and records of account, and will also keep minutes of the proceedings of its Members, Board, and Executive Committees. The Corporation will keep at its principal place of business a membership register giving the names, addresses, classes and other details of the membership of each member, and the original or a copy of its Regulations including amendments to date certified by the Secretary of the Corporation.

Section 8.04. Inspection of Books and Records. All books and records of this Corporation may be inspected by any Member, or the Member's agent or attorney, for any proper purpose at any reasonable time on written demand under oath stating the purpose of the inspection.

Section 8.05. Annual Review. The Board shall cause the books and records to be kept and annually reviewed and shall make the annual review available to members.

Section 8.06. Nonprofit Operation. This Corporation will not have or issue share of stock. No dividend will be paid, and no part of the income of this Corporation will be distributed to its Members, Directors, or Officers. However, the Corporation may pay compensation in a reasonable amount to Members, Officers, or Directors for services rendered.

Section 8.07. Loans to Management. This Corporation will make no loans to any of its Directors or Officers.

Section 8.08. Conflict of Interest. Whenever a member of the Board has cause to believe that a matter to be voted upon would involve that member in a conflict of interest, that member shall announce the conflict of interest and shall abstain from voting on such matter. Conflict of interest is any matter and/or occasion that may provide or result, either directly or indirectly, in personal advantage or gain to the member.

Section 8.09. Executive Director Appointment and Authority. The Board may appoint an Executive Director who shall be the chief executive officer of the RRCNA. The Executive Director shall be responsible for the administration of RRCNA subject to the policies and action of the Board. The Executive Director shall execute the policies of the Board and apply the action of the Board to the broader public as appropriate. The Executive Director shall have such authority as may be necessary to carry out the purposes of RRCNA, including, but not limited to, executing all legal documents on behalf of RRCNA as needed to perform the functions of RRCNA, appointing personnel necessary for the operation of RRCNA, delegating responsibility, and authority to another person, issuing checks, drafts, or orders for payment of money, notes, or other evidence of indebtedness issued in the name of RRCNA, and investing funds to provide additional resources to further the purposes of RRCNA.

Section 8.10. Investments. The Board, in compliance with accepted standards of fiduciary conduct, will invest funds to provide additional resources to further the purposes of the RRCNA.

Section 8.11. Diversity. In the nomination, election and appointment procedures of the RRCNA a balance shall be sought from the full diversity of individuals that compose RRCNA including, but not limited to, racial, ethnic, geographical, gender, age, and language diversity, as well as individuals representing Descubriendo La Lectura, Canadian Institute of Reading Recovery, and any other entity which received a trademark designation in North America. RRCNA will not endorse any religion.

Section 8.12. Indemnification. The Corporation shall indemnify any officer, director or employee of the Corporation who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including, without limitation, any action threatened or instituted by or in the right of the Corporation) by reason of the fact that he/she is or was a director, officer, employee, agent or volunteer of the Corporation, against expenses (including but without limitation, attorneys' fees, filing fees, court reporters' fees and transcript costs), judgments, fines in amounts paid in settlement actually and reasonably incurred by he or she in connection with such action, suit or proceeding if he/she acted in good faith in a manner he/she reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, he/she had no reasonable cause to believe that his/her conduct was unlawful. Such indemnification shall not be deemed exclusive of any other rights to which he/she may be otherwise entitled.

ARTICLE IX
AMENDMENT

Article 9.01. Modification of Regulations. The power to alter, amend, or repeal these Regulations, or to adopt new Regulations, to the extent allowed by law, is vested in RRI and the Board pursuant to Section 4.02.

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June 1996 RRCNA Board Highlights

The Reading Recovery Council of North America Board of Directors and Standing Committee Chairpersons met in June following the Teacher Leader Institute in Pittsburgh, Pennsylvania. Highlights of the meeting are as follows:

1. Adopted the Articles of Incorporation and the Code of Regulations (formerly known as the Bylaws) as revised by amendment at the January 1996 Board meeting.
2. Received a draft Handbook which is being developed by the Bylaws Committee to record the policies and procedures of the Council and its standing committees.
3. Revised the Elections procedures to eliminate the requirement of member signature on the ballot envelop.
4. Adopted a new format for information which will be collected by the Nominating Committee. (See Nominations Form included in this newsletter.)
5. Directed a Subcommittee of the Development and Membership Committee to develop a model for affiliations of local, state, and regional organizations with the Council which includes fees for services and variations that might occur from one to another specific affiliation.
6. Adopted a resolution for joint memberships between the Council and the Canadian Institute of Reading Recovery in which Canadian members of the Council will receive their membership benefits through the Canadian Institute; the proposal is subject to approval of the Board of the Canadian Institute.
7. Adopted a policy governing the acceptance of monetary and other contributions which provides for the Board to accept or reject contributions and to determine the appropriate expenditure of contributions unless specifically negotiated with the donor.
8. Adopted a motion to draft a letter to be sent to individuals and groups which use the Reading Recovery and Reading Recovery Council of North America affiliation inappropriately.
9. Received a report from the Research Committee indicating the Committee's new directions for its future work. (See related article in this newsletter.)
10. Adopted an Implementation Committee project to pilot changes in the system for reporting data for Reading Recovery children; Carol Lyons, Bob Schwartz, Billie Askew, Joe Groom, and others will be working on this project.
11. Adopted the Council's budget for 1996-97 including the development of new revenue sources and membership recruitment and renewal strategies.
12. Reappointed Douglas Kammerer to serve as Treasurer and appointed Deborah Dillon and Connie Williams to serve as Presidential appointments to the Board of Directors.
13. Charged an ad hoc committee of Irene Fountas, Billie Askew, and Carol Lyons with creating a plan for a Summer Academy for 1997.
14. Recognized outgoing Board members Edwin Denton and Iva McCants for their contributions to the Board; recognized Jan Gaffney for her contributions as Chairperson of the Research Committee; recognized Gay Su Pinnell for her service as Founding President of the Reading Recovery Council of North America.

RRCNA Board members and committee chairpersons pause for a photograph during the June meeting of the Board of Directors. Seated, left to right: **Connie Thomas** (Site Coordinator Representative), **Gay Su Pinnell** (Trainer - Past President), **Diane O'Shaughnessy Dunn** (Teacher Representative), **Carol Lyons** (Trainer - President), **Joetta Beaver** (Teacher Leader - President-Elect), **Gerry Haggard** (Teacher Leader Representative). Middle Row, left to right: **Sue Hundley** (Teacher Leader Representative), **Jeanne Milovanovic** (Representative of the Canadian Institute of Reading Recovery), **Margaret Griffin** (Site Coordinator Representative), **Mary Ann Doyle** (Trainer - Chairperson of the Publications and Communication Committee), **Olivia Ruiz** (Representative of Descubriendo La Lectura), **Jan Gaffney** (Chairperson of the Research Committee), **Lynn Salem** (Teacher Representative). Back Row, left to right: **Dianne Stuart** (Trainer Representative), **Doug Kammerer** (Site Coordinator - Treasurer), **David Moriarty** (Partner Representative), **Bill Lynch** (Partner Representative), **Deborah Dillon** (Chairperson of the Development and Membership Committee), **Irene Fountas** (Chairperson of the Training Advisory Committee), **Billie Askew** (Trainer - Vice President), **Cliff Johnson** (Trainer Representative). Unavailable at the time the picture was taken were outgoing Board members Edwin Denton (Partner Representative), Iva McCants (appointed member), incoming secretary Maribeth Schmitt, Nancy Zimpher (representing Reading Recovery, Inc.), and Connie Williams (former secretary and presidential appointment to the Board). Committee Chairpersons unavailable for the picture were Noel Jones (Trainer - Guidelines and Standards Committee) and Patricia Kelly (Trainer - Incoming Chairperson, Research Committee).

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Council of North America
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Columbus, OH 43210

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Membership Application – Reading Recovery Council of North America

Join your colleagues throughout North America in **the** professional association for Reading Recovery. **Reading Recovery Council of North America** provides Reading Recovery educators with expanded opportunities for leadership, professional development, and advocacy for Reading Recovery.

Benefits of membership in RRCNA include:

* A network of colleagues throughout the Continent.
* A one-year subscription to RRCNA newsletters
  - *Council Connections*
  - *The Running Record* or *Network News*
* A one-year subscription to *Literacy, Teaching and Learning*, RRCNA's professional journal for early literacy educators.
* Special member rates on RRCNA publications.
* Voted representation on the RRCNA Board of Directors.
* A lapel pin and membership certificate for new members.

READING RECOVERY® COUNCIL OF NORTH AMERICA

Use this form to join or renew your membership. Copy to your colleagues and ask them to join, too.

Name _____ Employer _____

Work Street Address _____

City _____ State/Province _____ Zip Code _____

Work Phone _____ Work FAX _____ Work E-Mail _____

Home Street Address _____

City _____ State/Province _____ Zip Code _____

Home Phone _____ Home FAX _____ Home E-Mail _____

Preferred Mailing Address: Home ____ Work ____

I received my Reading Recovery training at _____ during 19 _____

Please check the appropriate items: I am: ____ renewing my membership ____ a new member

I am a: ____ Leader Trainer ____ RR Teacher ____ Teacher Leader ____ Site Coordinator ____ Partner (_____)

I would like a: ____ $40 U.S. one-year membership ___ $100 U.S. one-year supporting membership (Provides development funds)

____ I am associated with Descubriendo La Lectura.

____ Please send me a copy of the *Best of the Running Record* at a reduced price of $4.00.

__ Visa or __ MasterCard

_ _ _ _ - _ _ _ _ - _ _ _ _ - _ _ _ _

Expiration Date _ I _ mo. _ I _ yr.

Signature: _____

Please send completed form with your check, credit card information, or purchase order made out to RRCNA to the following address:

Reading Recovery Council of North America
1929 Kenny Rd., Suite 100
Columbus OH 43210-1069
(614)292-7111

Office Use Only
Remittance Advice: Reading Recovery
Name _____
Check # _____
Sales Order # _____
Date _____
Amount _____

READING RECOVERY COUNCIL OF NORTH AMERICA

Council Connections

Fall1996
Volume 2 • No. 2

A Newsletter of the Reading Recovery Council of North America

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The *Council Connections* newsletter is published by Reading Recovery Council of North America.

President's Message

Carol A. Lyons

It has been two years since the Reading Recovery Council of North America (RRCNA) was first established. One only needs to read the last three issues of *Council Connections* to realize that many exciting and important things have been happening during that time. Perhaps the most important, however, has been the self-examination we have undertaken, leading to the formulation of our vision of the future of RRCNA.

Members of the 1996 -1997 RRCNA Board of Directors, Standing Committee Chairpersons and Marie Clay convened in Columbus, OH on July 26, 27 and 28, 1996 to participate in a strategic planning process. Mr. Mike Burns from Brody & Weiser, a consulting firm in New Haven, Connecticut, facilitated the process. Mike is familiar with RRCNA since he had assisted in the initial development of the organizational structure and bylaws.

The practical work of the strategic planning meeting was structured in five main areas:- (1) Developing Vision, Mission, and Purpose statements; (2) Discussing SWOTs - internal Strengths and Weaknesses over which we have some degree of control and external Opportunities and Threats, over which we have little control except as we may exert influence over time; (3) Identifying strategic issues which will affect RRCNA in the short (one year) and long (five years) terms; (4) Discussing strategies for addressing each of the strategic issues; (5) Identifying areas of research and information needed to inform the strategic planning process. The Board appointed a strategic planning committee chaired by the past president of RRCNA, Gay Su Pinnell, and including Joetta Beaver, Deborah Dillon, Gerry Haggard, and David Moriarty, to define goal areas, objectives, and tasks which will comprise the strategic plan. This process will be completed by June 1997 and will guide the Council

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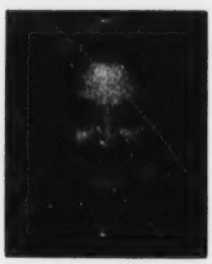
Executive Director's Message

Jean Bussell



In the Summer 1996 issue of Council Connections, I related the messages of change which came out of the Teacher Leader Institutes and applied them to Reading Recovery. In this message I want to reflect on the changes that are occurring in the Reading Recovery Council of North America itself.

In some ways, the beginning of Reading Recovery in North America was the beginning of the Initiation Stage of the Council. As the Reading Recovery network began to grow across this continent, a high need was recognized for an organization which could serve as a vehicle for communication among the widespread initiators of Reading Recovery. The models of other associations were studied and a model unique to Reading Recovery was designed to be the Council. Strong advocates spoke out and committed themselves to work actively for the Council's establishment. As a result, the Council was created and its efforts to support the full implementation of Reading Recovery began.

From a very self-oriented approach, I can say that the Council's Implementation Stage began when I arrived as Executive Director! But in fact, the

continued on next page

President's Message (continued)

over the next four or five years.

Each of the five areas was discussed at length. The first area, however, developing vision, mission and purpose statements for our organization was a very thoughtful and stimulating exercise. After two days of thorough discussion we agreed to the following:

Vision — The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

Mission — The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

Purpose — The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

So the main work of the Strategic Planning Process is done. But in another sense it has just begun. We must strive to make the vision, mission and purpose of RRCNA a reality. We must think, too, about the Council in the context of an educational and political community that continues to question the literacy education of children, especially those who are not learning how to read and write.

We have started to envision the kind of organization RRCNA intends to be as we approach the millennium. We have begun to identify for future discussion and refinement our priorities and resource needs. We have shown, implicitly, that RRCNA has grown in strength and stature to become a powerful force in literacy education of low progress children and, indeed, in primary literacy education as a whole.

As as organization committed to sustaining the integrity of Reading Recovery and expanding its implementation, RRCNA is now in a position to be influential beyond our local, regional, state, and provincial borders, to serve as a mediator on a wide range of literacy issues, to connect voices from the past with current ways of understanding literacy problems and solutions, and most importantly, to prepare and challenge ourselves to deal with the demands of an ever- changing global society. It is my responsibility to see that we do these things well — in short, to strive for excellence by fostering a climate that encourages vigorous self-examination so that we continue to ask ourselves important questions. How do we become stronger? How do we improve? What do we want to accomplish? How are we going to achieve our goals?

I am grateful for this opportunity to acknowledge the important role you will play as we continue to address these very practical questions. Your efforts to uphold the vision, ensure the mission, and support the purpose of RRCNA will be greatly appreciated.

Executive Director's Message (continued)

Council's initiators/founders already had begun the implementation process by electing a Board of Directors, establishing the standing committee structures, and publishing a variety of newsletters and other publications. For me, then, the responsibility was to strengthen the Council's implementation. My responsibilities clearly reflect the organization's need for orchestration of activities and agendas. With a twenty-two member Board of Directors, thirteen standing committees, 7000 members, three newsletters, a professional journal, other publications, conferences and institutes, membership services, and routine organizational maintenance functions, the need for orchestration is clear to me every moment of every day. The secret to success is sharing the responsibility and control of these activities. The Council is rich with volunteers who serve on the Board, on committees, on special task forces, on information networks, and in many other ways. Expanding this responsibility and control to more members is an important part of my job as Executive Director. All this support for our efforts creates pressure to be even more successful, to address more issues, to expand our scope. The Board's strategic planning process as described in Carol Lyons' President's Message in part is our attempt to address the pressure to do more. Without purpose and a clear sense of actions needed to achieve that purpose, the Council cannot maintain its focus on our primary goal of full implementation of Reading Recovery. We are providing ourselves with technical assistance from within and from outside resources to help us strengthen the Council's own implementation. In specific ways we are addressing the data and information system needs to insure that we are serving our members in the most effective and efficient means possible. We are utilizing external resources to assist us in defining our public relations, government relations, and fundraising strategies. We are using external assistance to insure the Council's corporate, legal, and financial well-being. The reward for all this activity is the further development of our organization into a strong system of communication and advocacy for our members.

As a result of the Board's strategic planning process, we have been focusing on four areas which will contribute to the full implementation of the Reading Recovery Council of North America. The first area is the development of a membership services plan. This plan incorporates changes in our membership processing system to get new members into our database more quickly and efficiently and to process the new member benefits packages more timely. The plan also includes routine mailing of renewal membership notices and responses. A

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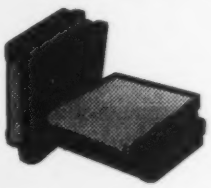
large and annual component of the membership services plan is reconciliation of information from the database of the National Data Evaluation Center and the Council so that we can keep the databases current for all Reading Recovery personnel. The membership plan also includes ideas for new member recruitment and for new membership services. In the next Council Connections newsletter, we plan to publish the results of the Membership Satisfaction Survey conducted during this autumn.

The second area of focus in the Council's current stage of implementation is the definition of a process for Board decision-making that includes a path for consultation. The process will include information that defines the roles and responsibilities of all constituents related to the decision-making process. The Board's Administrative Committee is developing the model for this process. The third area of focus is a financial analysis of the organization. This focus is intended to help insure that our time and resources are being expended in a manner which reflects the priorities of the organization. The strategic planning process includes the establishment of goals and objectives which will be the basis for the financial analysis. The fourth area of focus is clarification of the Council's relationship with The Ohio State University. This clarification is essential in that The Ohio State University holds the trademark for Reading Recovery in the United States. A contractual agreement currently is under negotiation which will clarify the Council's responsibility for and use of the trademark.

In the Institutionalization Stage, the Council will become embedded in the life of each member and in the educational environments in which each member works. The Council will assist in finding new links to instruction which will support the continued evolution of Reading Recovery. The Council will be widespread, involving thousands of individuals in the work of Reading Recovery and early literacy. The Council will assist in removing competing priorities by demonstrating the ways in which Reading Recovery works in collaboration with other educational programs. And finally, the Council will provide continuing assistance to our members in achieving the goals of Reading Recovery at the local level.

As always, I welcome your comments and suggestions for the Council's service to you.

[With appreciation, again, to Carol Rolheiser, Andrew Hargreaves, and Matthew Miles.]



New Publications Available

— Order NOW!

The Council is pleased to announce the availability of three publications.

The Revised Edition of Leadership for Literacy: A Guidebook for School-Based Planning. This publication is revised from the version published earlier this year, is more readable, and has direct applicability to Reading Recovery. It is specifically designed for schools which are developing new approaches to Title I funding and programming. It highlights ways to provide for Reading Recovery programs under new Title I regulations.

Descubriendo La Lectura Booklist. The Council, in conjunction with the Descubriendo La Lectura National Collaborative, has published the *1996-97 Booklist*. The Booklist is a spiral bound, sixty-page document with books organized in separate sections by title, by level, and by publisher. Forms are included for recommendations for future additions, deletions, and level changes.

Site Coordinator's Handbook. A Subcommittee of the Council's Implementation Committee has completed the new *Site Coordinator's Handbook*. This document is a "must have" for Reading Recovery site coordinators. It contains descriptions of Reading Recovery, the site coordinator role, time lines and issues for the teacher leader training year (including analysis of costs involved), responsibilities and characteristics of teacher training sites, definition and calculation of full implementation, developing consortia, research and evaluation responsibilities, references and related readings, and room to expand as more information is developed for site coordinators. The Handbook is over 100 pages in length and is presented as a three-ring binder with dividers and room for expansion.

Order any or all of these publications from the order form in this newsletter.

Classroom Connections

More and more members of the Reading Recovery Council of North America are classroom teachers. In order to address their classroom interests, the Editor is pleased to introduce this new feature in ***Council Connections.*** *"Classroom Connections" will be a regular column starting in this issue. Our thanks to Gay Su Pinnell and the The Ohio State University for permission to print this article.*

Using an ABC Center to Help Children Learn about Letters, Sounds, Words, and How They Work[1]

Gay Su Pinnell

The purpose of this article is to describe how teachers can support children's learning about letters, sounds and words by providing an ABC center in the classroom. The paper addresses several questions, provides examples of activities in an ABC center, and suggests materials.

What do good readers do?

Good readers focus on meaning and divide their attention so that they can quickly and efficiently use visual aspects of print (letters, letter clusters, related sounds, words, and parts of words) in functional ways while reading with phrasing and fluency. Reading involves using graphic symbols (letters clustered to represent words) that are embedded in continuous text. The challenge for teachers is to help children develop a repertoire of flexible strategies for solving words while they are reading for meaning.

As children learn about the written code, they recognize letters and words in isolation; this is useful knowledge. The real test, however, is using the information when they encounter letters and words that are embedded in continuous text. Effective use of visual and letter-sound information requires using it in coordination with knowledge of the way language is organized to convey meaning.

How can teachers support children's learning (and learning to use) visual information while reading for meaning?

These abilities can be supported during guided reading lessons before, during and after children read the text. Within the context of reading continuous text, children will need to solve words that they do not know. Teachers can demonstrate using the initial letter, looking through the word, thinking of known words that are "like that one", noticing parts of words, and taking words apart, always checking back with the text to be sure that the word "looks right, sounds right, and makes sense." Children's learning about letters, sounds, and words is also supported through a wide range of activities in other components of the literacy framework. There are many ways to help children learn how to use letters and words, for example:

1. During interactive writing, teachers can call attention to aspects of words, even showing children how to construct words letter by letter or in parts.
2. During their own writing children use the process of constructing words, hearing and recording sounds, using known words to get to those they do not know, and noticing parts of words.
3. Through reading aloud and conversation, teachers help children build up their store of known words, information that will be valuable when they meet them in text. Sounding out a word or taking it apart to solve it is much more difficult if one has never heard the word said aloud.
4. An ABC center may be established to focus children's attention on the function and form of letters and words.
5. Through mini-lessons in writing and reading (and to introduce activities in the ABC center), teachers can explicitly teach how letters work within words and how words work.

What is an ABC center and how does it work?

Through the kinds of activities listed above, learners may simultaneously begin reading and writing while at the same time they are building their knowledge of letters and words. Supporting activities that draw children's attention specifically to letters and words will be helpful in the beginning phases of literacy learning. As children grow more sophisticated in their knowledge of written language, word study continues to be an interesting part of the curriculum. One way to support this learning is to establish an area of the classroom that is designated as the ABC center. The center can also be called a "word study center," a title that is especially appropriate in the intermediate grades since language history and word study are appropriate content areas to explore as part of the curriculum.

The ABC center is not simply a loosely structured storage area for magnetic letters and other materials that children use for play. There will be many different kinds of materials in the center and to the children working there, it may seem like

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play; but from the teachers' point of view, activity in the center is carefully planned and structured.

If the center is used as an independent activity during the guided reading period, there will be specific tasks for children to perform in the centers. These tasks lead them to explore the features of letters and to make and break apart words. Often, the activities require mini-lessons in which the teacher demonstrates the process. This demonstration provides the opportunity for some brief, purposeful teaching. Children follow through with independent work.

How are activities in the center integrated into the ongoing instruction of the classroom?

Many materials and activities are included in an ABC Center. Each activity can be the focus of a large number and wide variety of mini-lessons that provide demonstration, explicit teaching, and an opportunity for children to manipulate visual symbols on their own.

A mini-lesson is a brief, pithy, focused demonstration on almost anything—from how to use space on a page while writing, to how to fold paper to make a book, to how to sort letters several ways, to how to compose a story. Mini-lessons that help children engage in independent learning in the ABC center focus on letters, sounds, and words and how they work. The purposes are flexibility and exploration. Children are learning about letters, sounds and words because they are having many experiences in working with print.

Is the ABC center the primary vehicle for helping children learn about letters, sounds, and words?

The answer to the above question is "no." Here is an important point:

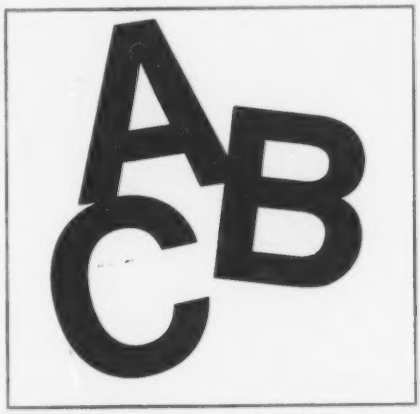
The ABC center supports but is not the only context for learning about letters, sounds and words. Throughout the literacy framework', children have many ways of using and learning about print.

What do children do in the ABC center?

Some examples of activities in the ABC center are listed below.

Alphabet Linking Charts

It helps beginning readers to have an alphabet chart with some key words for clear letter - sound associations. This is a chart with clear letter forms and simple pictures. Each child can have her own smaller chart; the chart can be enlarged to place in many areas of classroom. Even the youngest children can use the chart when they "read the room." A choral reading of the chart a few times over several days or weeks may be helpful. The reading would usually sound like this: Aa apple, Bb bear, Cc cat, Dd dog. But, the chart can also be read in different ways—reading every other box, reading lower case letters only, reading the vowels, reading the words, etc.



Clear ABC Icon for the Work Board

Alphabet Books

Exploring a wide range of ABC books will provide practice in using letter names, recognizing letter forms, and developing many new sound-concept associations.

Individual Letter Books

Individual letter books focus on one letter at a time and usually present the capital and lower case letter (in very clear print) along with a representative picture. Commercial versions are available.

Even children who know few letters can "read" through these letter books with just a little guidance. The books have the advantage of drawing their attention to the visual form and encouraging them to practice saying a sequence of words that start with the corresponding sound.

Letter Sorts

Sorting helps children attend to features of letters. At the ABC center, they can sort magnetic or other letters by color, upper or lower case, letters with circles, letters with tails, tall letters or short letters, letters in your name, or any other categories. Another interesting activity is to have children look at groups of letters and decide how they are alike.

Word Sorts

Sorting words helps children discover underlying relationships, and these, in turn, help them learn "how words work." Words on cards or tiles can be sorted many ways. The pocket chart and magnetic (or metal that magnets will stick to) easel are useful in the center. Word cards may be backed with magnetic tape. A mini-lesson can be used to introduce different ways of sorting words, giving the teacher a chance to demonstrate a principle that children will later practice on their own. Some examples of ways to sort illustrate that this activity an be very simple or highly complex—words with:

- one, two, three, or four (etc.) letters
- the same initial, final, or medial letter or letter cluster
- the same letters within it (once or twice; pet, better)
- one letter followed by a particular letter (e.g. sh, cl)
- a letter that makes a particular sound
- a letter that makes no sound
- rhyme
- one, two (etc.) syllables
- particular meaning categories
- a specified word type

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- components related to the names of children in the class
- particular structures (contractions, compound, inflectional endings, etc.)

Search for Principles

A special kind of word sort requires children to create categories and give them labels. For example, treasure, pet, fell, sent, and kept all have the short /e/ sound while seat, feel, we, keep, and chief have long /e/. Children can work with an open-ended pile of words and create their own piles, sorting the same words in many different ways.

Word Construction

Working from a word they know, children can add and remove letters to construct a ladder of words, for example:

pin	as
pen	has
open	ham
opens	hat
opening	hit
reopening	hits
	hitting

Analogy

When children understand how words work, they can use what they know about one word to construct or take apart another. For example, when children know my and tree, they might be able to put together try. Using analogy means knowing some words very well, developing the ability to use them as examples, noticing parts of those words, and learning to put parts together in flexible ways. In a mini-lesson, the teacher can demonstrate going from known words (for most of the children) to make other words. The specific exercise can then be practiced by children as one of the activities they do in the ABC center.

For more open-ended exploration, the teacher can always suggest that after they perform the task demonstrated, children try to find more words that are related or construct more words. After a number of examples, many children will begin to spontaneously use analogy in other contexts.

What materials do I need for the ABC center?

Teachers may make many of the materials needed in the center. Cereal boxes, sponges, newspaper ads, catalogs, etc., are also good materials.

Teachers may wish to purchase some materials. The following list is not exhaustive but presents some resources that may be useful.

- Magnetic Letters (upper & lower case - all sizes, different colors)
- Letter Books
- Magnetic Board and Letters
- Magna-Doodle® magnetic drawing board
- Wikki Stix (flexible "sticks" to make letters)
- Alpha Tiles
- Alphabet Picture Stickers
- Animal ABC Stickers
- Tactile Letters
- Alphabet Stamps
- Zoo Animal Rubber Stamps
- Farm Animal Rubber Stamps
- Single Sounds Playing Cards
- Match & Spell
- ABC Game
- Alphabet Templates
- Letter Templates
- Handwriting Instruction Guides
- Link Letters
- Magnetic Spelling Wheels
- Word Tiles
- Letter Cards
- Alphabet Dice
- Rubber Stamp Star Alphabet
- Foam Alphabet Letters
- Alphabet Puzzles

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1 For further information, see Fountas, I.C., & Pinnell, G.S. (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.

2 The Early Literacy Learning Initiative is a broad-based school development program that provides ongoing professional development for classroom teachers of children in grades K-3. A Framework for Early Literacy Learning is used as a conceptual tool by teachers to provide a balanced literacy program. The goal of ELLI is comprehensive literacy programs that assure reading and writing for every child.

3 See Ohio State University Early Literacy Learning Initiative project materials; also see Fountas & Pinnell (1996); also see Button, K., Johnson, M., & Furgerson,P. (1996). Interactive writing in a primary classroom. The Reading Teacher, 49 (6), 446-454.

Reminder: Annual Membership Meeting

As previously announced, the Council's Annual Membership Meeting will be held in conjunction with the 1997 Ohio Reading Recovery Conference and National Institute. The meeting will be Saturday, February 1, 1997, at 4:00 PM in Columbus, Ohio, in the Delaware Rooms of the Hyatt Regency Hotel at 400 North High Street. The agenda will include updates on membership and financial information as well as the opportunity for members to ask questions and provide suggestions for the Council's future development. A complete report of the meeting will be included in the Spring 1997 issue of *Council Connections*.

RRCNA Committee UPDATES

The RRCNA standing committee structure is the locus for members' involvement in RRCNA. Each committee includes multiple membership types and thus provides opportunity for involvement of teachers, teacher leaders, trainers, site coordinators, and partners. Committee memberships are reviewed annually, so if you are interested in serving as a member of a committee, contact the committee chairperson as listed in the following reports.

Book

Submitted by Sue Hundley, Teacher Leader, Lesley College

Both the 1996 Descubriendo La Lectura and Reading Recovery Council of North America Comprehensive Book Lists have been completed and now are on their way to publication. The development of the Book Lists required much time and effort by countless teachers, teacher leaders and trainers who were willing to review several hundred books using standard criteria, as well as the Book List in its draft and final forms. As the committee chairperson, I am especially grateful to Raquel Mireles for her leadership in the development of the DLL Book List and to the teams of DLL educators who contributed to its creation. I am also highly appreciative of Ernice Bookout, Judy Embry, Bev Hoffman, Lee Skandalaris, and Marg Syer for putting together excellent teams of teacher leaders and teachers to review books.

With the completion of the 1996 Book List, which will be available for purchase by Reading Recovery personnel in January, 1997, the Book Committee is moving forward with additional tasks. The primary goal is providing, on an ongoing basis, a Book List which will make it possible for Reading Recovery educators to select books that will foster accelerated learning for students participating in Reading Recovery. To this end, the Committee will continue to review new books for possible inclusion on the next edition of the Book List. In the coming year, the Committee will be interested in extending the Trade Book List, too. Additionally, the Committee, in the next several months, will be working diligently to consider which books currently on the list are no longer good recommendations and should thus be removed from the Book List and which books should receive level changes to reflect more current understandings.

The trainers have worked with the Book Committee to refine and clarify procedures for developing future Reading Recovery Council of North America Book Lists and these discussions will support further actions by the Committee to hear from and respond to Reading Recovery educators as they work. At the back of the 1996 Book List will be a "Recommendation of Review" form, which you are encouraged to complete if you would like to recommend the addition, deletion, or level change of a book.

Implementation

Submitted by Billie J. Askew, Trainer, Texas Woman's University

Two implementation publications are now available from RRCNA. The Revised Leadership for Literacy: A Guidebook for School-Based Planning will assist schools and districts in planning for Reading Recovery implementation or expansion, especially schools with Title 1 funding and/or school-based management. The Implementation Committee expresses appreciation to Susan Paynter for her efforts in making this publication possible. It is suggested that sites order copies for all schools served.

A second new publication related to implementation is the *Site Coordinator's Handbook*. This document can also be ordered from the RRCNA. The Implementation Committee thanks Clifford Johnson and his committee for their work in developing this Handbook.

An exciting upcoming event will be devoted to successful implementation of Reading Recovery in North America. The 1997 North American Leadership Academy in San Diego will focus on strengthening the operations of Reading Recovery in systems and in schools. A second strand will focus on funding and advocacy issues that can support Reading Recovery implementation. Plan your summer vacation around this important event!

The Implementation Committee will be establishing a framework for committee operating functions during this academic year. Input about implementation issues from membership is invited. Please send suggestions to Billie J. Askew, Texas Woman's University, PO Box 425769, Denton, Texas, 76204.

Research

Submitted by Patricia Kelly, Trainer, California State University, San Bernardino

Guidelines

Trainers on the Research Committee approved the revised Operational Guidelines submitted by Jan Gaffney in June 1996. The functions of the Research Committee will include the following: 1) Clearinghouse; 2) Facilitator of Research, including peer review, endorsement, funding, commissioning, and supporting the development of research modules; 3) Responding to Research Critiques; and 4) Communication with a Broader Audience. A complete description of these guidelines appeared in the Summer 1996 issue of *Council Connections*.

Current Projects

Annotated Bibliography

According to Carol Lyons, work on the annotated bibliography is almost completed. It will be reviewed by both the Research Committee and the Publications Committee before it is published. We can look forward to its publication early in 1997. This annotated bibliography will be an invaluable resource to Reading Recovery trainers, teacher leaders, and teachers, as well as to others interested in access to research information about Reading Recovery.

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RRCNA Committee UPDATES Continued

Theoretical Seminar

The final arrangements are being made for "The Social Construction of Knowledge: Theory and Practice," the first in a series of seminars investigating issues related to theory and practice regarding early literacy. The Reading Recovery Council of North America will serve as a co-sponsor with Oakland University and The Michigan Reading Recovery Council.

This seminar will be held from 9:00 a.m. to 5:00 p.m. on February 28, 1997, Meadow Brook Hall, Oakland University, Rochester, Michigan. Keynote speakers will be internationally recognized experts in the social-constructivist view of cognitive development, Annemarie Palinscar, University of Michigan, and Gordon Wells, University of Toronto. The focus of the seminar will be theory and practice related to teachers' professional development as they work in the social settings that define Reading Recovery instruction and training. The registration deadline is November 1, 1996; registration is limited to 100, with priority given to University Trainers and Michigan Teacher Leaders. For more information contact Cindy Rowe at 810/370-3057.

Descubriendo La Lectura Follow-Up Study

RRCNA is providing funding for an important Follow-up Study of Descubriendo La Lectura Children which will be conducted in 1997. The purpose of this study is to assess the sustaining effects of Descubriendo La Lectura on students who had the program in first grade and are now in grades 2 and 3. Because most Spanish speaking children in the United States are in transitional programs, the research will study children's success vis-a-vis their continuing opportunities to learn to read in Spanish, as well as examine whether any of their Spanish reading gains transfer to reading in English. Therefore, a second purpose of this study will be to examine the reading environments of children who have been discontinued from DLL to investigate how such environments may affect student reading progress in Spanish and English.

The study will be conducted during April and May 1997 in schools in the Southwest where Spanish speaking children have received the Spanish reconstruction of Reading Recovery, Descubriendo La Lectura.

Kathy Escamilla will lead the research team as the primary investigator. Yvonne Rodriguez and Olivia Ruiz, teacher leaders from Texas Woman's University and Tucson, Arizona, will assist as team members.

Final preparation for this study will take place during January, 1997. The study will be carried out during the spring of 1997. It is anticipated that a report of research results will be made to RRCNA by September 1997. We are all looking forward to seeing the results of this valuable follow-up study.

Training Advisory

Submitted by Irene Fountas, Trainer, Lesley College

Judith Neal, Training Advisory Committee member, developed and analyzed a Teacher Leader Needs survey at the summer Teacher Leader Institute. These results were shared with trainers at their fall meeting and will serve to inform planning for professional development in the future.

Guidesheets for Teacher Leaders were revised by Jeanette Methven at the University of Illinois and distributed at the Teacher Leader Institute. Teacher Leaders are invited to try them out and give feedback to their trainers.

Peg Gwyther, Teacher Leader, has been developing new communication capabilities with technology. At a recent trainers' meeting, she held a long distance training session from Alaska to Ohio that included trainers from all over the country.

The University of Illinois has provided several training videotapes as a gift to RRCNA. These will be made available for purchase to teacher leaders in the near future from the Council.

Presently, the Training Advisory Committee is reviewing the forms used in Reading Recovery to eliminate those that are not necessary and revise any that require it. DLL member, Sharon Soltero Greenway, is working with us on the Spanish forms.

The Training Advisory Committee has joined with the Implementation Committee to provide leadership in the first Leadership Academy for school personnel in San Diego. See the exciting information elsewhere in this newsletter!

Descubriendo La Lectura: Reading Recovery in Spanish

Submitted by Carlos Manrique, Partner, Assistant Superintendent, El Monte City School District, California

Descubriendo La Lectura National Collaborative/Reading Recovery in Spanish, is an early intervention program for students whose initial literacy instruction is in Spanish. This program was created to serve those students in bilingual education programs in the United States who were not experiencing success.

Currently, about seven million school-age children in the U.S. enter school speaking a language other than English. Spanish is the first language of about 85% of these students (Crawford, 1989). The number of Spanish speaking students has steadily increased over the past decade, constituting the fastest-growing language minority group.

As bilingual education programs work to meet the needs of these students, there are those students who require additional service early in their literacy development. This is critical since these students will eventually take on English literacy as well.

For the past 8 years, the Collaborative for Reading Recovery in Spanish/ Descubriendo La Lectura has been involved in the reconstruction of Reading Recovery into Spanish. The initial work began in 1988, in Tucson, Arizona through the

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RRCNA Committee UPDATES Continued

Title 1 program in the Tucson Unified School District. Olivia Ruiz, trained at Texas Woman's University as a teacher leader, taught the first Descubriendo La Lectura class in 1991. Today the Collaborative includes sites in California, Illinois, Massachusetts, Rhode Island, Texas, and Washington. Trainers, such Dr. Kathleen McDonough, Dr. Meg Gallagher, and Dr. Billie Askew have provided the support for bilingually trained teacher leaders to develop and align Descubriendo La Lectura with Reading Recovery. Presently, Yvonne Rodriguiez, at TWU, is working on the full translation of Dr. Clay's texts in preparation for future sites in Spanish speaking countries such as Mexico and Argentina.

The Collaborative, made up of bilingually certified Reading Recovery trained personnel and bilingual educators, has worked to continue the development of Descubriendo La Lectura in creating a parallel program that will function in our school systems similar to Reading Recovery. The research, headed by Dr. Kathy Escamilla and monitored closely by Dr. Clay, has proven that Descubriendo La Lectura works as effectively as Reading Recovery (Escamilla, 1994). In the 1994-95 results 1,329 students were served, 903 students were program children and from this, 713 discontinued resulting in a 79% national discontinuation rate.

Today, with the creation of the Reading Recovery Council of North America (RRCNA), Descubriendo La Lectura has become an integral part of the implementation of Reading Recovery throughout the United States and Canada. There is a permanent position on the board for DLL representation, and a DLL Standing Committee which works directly with the Collaborative. Presently, Olivia Ruiz is the DLL representative and the Chairperson for the DLL Standing Committee.

The DLL Standing Committee currently has members representing a variety of categories and regional areas throughout the United States. These members are Christina Gomez-Valdez, Silvia Lopez, Carlos Manrique, Yvonne Rodriguez, Sharon Soltero-Greenway and Billie Jean Telles. Many other members are involved at the Sub-committee level with various projects. Raquel Mireles, who has spearheaded the DLL Booklist Sub-committee, has successfully provided DLL with a comprehensive list of books that is now available through the RRCNA.

The goals set for the DLL Committee and Collaborative are:

- Increase training of DLL Teacher Leader Trainers
- Integrate DLL Guidelines, Forms and Standards with those of Reading Recovery
- Continue the research on DLL beyond first grade
- Develop a communications system to update and inform those in Bilingual Education and Descubriendo La Lectura
- Research and level appropriate texts for implementing Descubriendo La Lectura
- Continue to work with those factors that impact the implementation of Descubriendo La Lectura in bilingual education programs throughout the United States

Bilingual education has provided the premise for working with limited-English-proficiency students in their native languages. Considerable research suggests that for minority groups who experience disproportionate rates of academic failure, succeed academically to the extent that their language and culture are incorporated into the school program (Cummins, 1989). Clay has provided Descubriendo La Lectura with over thirty years of documented observations on reading and teaching behaviors that lead to success in learning. Together, this has made Descubriendo La Lectura a program that is responsive to students validating the cultural background and first language while enabling students to become good readers in two languages.

The next meeting of the DLL Collaborative will be held in San Diego, California, February 26-27 during the California Association of Bilingual Education Conference. Those of you who are interested, please contact Carlos Manrique at 818-453-3740 (work) or 818-442-1063 FAX.

Deadline

for next *Council Connections* article submissions is February 15, 1997!

Deadline

Canada

Driver Charlie

John McLaughlin, Teacher Leader, Bathurst, New Brunswick

In the East we say, "Drive'er, Charlie!" We shout this out when you defy the odds or the elements (like when you pick a fight with a lad twice your size, or when you dig into a snowbank as high as a barn while new storm clouds roll in over Quebec). It doesn't matter if your name isn't even "Charlie", it's the sentiment that counts. "Drive'er, Charlie!" means "go for it!" It means, "I know you've got it in you to win this one!" You don't just say it. You laugh when you say it, because it is only appropriate when the odds against your succeeding are comical at best.

Sometimes I think "Drive'er, Charlie!" should be a Reading Recovery prompt. As I see it, one of the most significant contributions Reading Recovery is making to the education system is that it is moving us away from the paradigm of "blaming" external forces for a child's failure to read. This, I think, is what teachers have the most difficulty with as they train in the principles and methods of Reading Recovery, yet it is probably the most important shift in thinking that occurs for them. And you know the shift has occurred when you look at a teacher and you want to smile and shout out, "Drive'er, Charlie!"

As a new Teacher Leader, it has been interesting to watch this transformation occur. In September, as I helped a teacher select the first students she would work with, I listened to her go through the litany of reasons why each of the children would have difficulty learning to read. One child had severe speech problems, another suffered from Attention Deficit Disorder, another was language delayed, another came from a home where we could expect little or no support, and so on and so on.

I understood this teacher's apprehension. For years we have taught in a system that encouraged us to identify deficiencies and disabilities, for, we thought, it was only through early identification that we could develop some kind of appropriate intervention. The problem with this thinking is that the identification became a label, and the label became an excuse.

With Reading Recovery we are changing the rules. Now we are saying, "We will teach the child despite the condition." It's a difficult position to take because it puts the onus on the teacher to seize responsibility for a child's learning -- and to accept responsibility for our occasional failure. A teacher's tendency to line up the labels before beginning an intervention, then, is really a defensive action: "Look," we are saying, "I'll give it my best shot, but if things don't work out, these are the reasons why." There is a tremendous leap of faith required if we are to really believe that, as Clay (1991) writes, "Most difficulties in learning to read stem from inappropriate experiences rather than from impaired structures."

Drive'er, Charlie! means "go for it!" It means, "I know you've got it in you to win this one!

With that in mind, it is satisfying to witness the pleasure teachers take in discontinuing children with one or a combination of these problems. The teachers are surprised and excited, and at the same time, they realize the tremendous impact they have had on these children's futures. Pikulski (1994) writes that there is "an impressive and growing body of authoritative opinion and research evidence which suggests that reading failure is preventable for all but a very small percentage of children." Reading Recovery teachers help prove this point every day.

The down side of this is that if we are going to celebrate the successes, we have to look inward when we fail. One day our training group found it necessary to examine the Guidebook section on "Children Who Are Hard To Accelerate." I asked the teachers to think about the implications of the following statement: "There is only one position to take in this case. The programme is not, or has not been, appropriately adapted to the child's needs."

"Here we go," said one member of our group. "Blame the teacher."

"It's not about blame," I replied. "I think it's about taking responsibility."

"You mean it's about blaming the teacher," she insisted.

I thought about this for a minute. "I see where you're coming from," I said, "but I'm tired of laying blame. I see it as fulfilling an obligation."

"Some things are beyond our control," the teacher said, and I understood the sense of futility implicit in her comment.

"That's true," I said. "So all we can do is deal with the things that we can change. We have to teach these children to read despite everything else."

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naive enough to believe that we can teach all children to read and write. Statistically we know that some children will not succeed in our program; some will need to be referred for long term support. A few weeks ago I put an end to an intervention that had gone on for twenty weeks without the expected acceleration. The teacher reacted with sadness, and I knew that all this talk about taking responsibility and believing in a child had taken its toll on her.

"Look," I said, "You did everything you could have done." And she had. This teacher has had great success with her other children, and she had truly done everything within her control to make a difference for "Josh." Her colleagues were called in. I provided support. She scoured her records for clues as to what she needed to do. She observed Josh's behaviour closely and documented everything she could. Somehow, despite the intensity of this intervention, the little fellow fell through the cracks.

"It's not your fault," I repeated.

"I know," she said, fingering her Guidebook. "But maybe I missed something. Maybe if I had another week or two..."

There's no way around it. If we are going to believe in ourselves and in our students, we will inevitably feel this sadness when things don't go as we had hoped. The alternative, however, is unacceptable: we can not allow labels to dilute our expectations. Every Reading Recovery teacher needs to begin an intervention by saying, "I truly believe that I can teach you to read." I know we can't reach them all, but as long as we continue to work with particular children we must take the responsibility to design programs that go to where they are. While unsuccessful interventions are demoralizing, I believe that we can and will emerge from them with our self-respect fortified and intact if we keep our instruction informed, appropriate, and confident. We have reason to feel guilty only when our interventions lack the high expectations implicit in the principles of Reading Recovery.

*I wanted to pound my fist on the table and say, "**Drive'er, Charlie!**"*

The other day I helped a teacher select a second-round child. Despite the fact that she had just discontinued a child with severe speech problems, the teacher went down her ranking form, ticking off all of the reasons why teaching each child would be difficult.

I sat quietly and listened to her, as I have found this to be the most useful response in this situation.

Finally she looked at me and said. "They all have something, don't they?"

I smiled and nodded.

"Ain't it the truth," I mused. "Every one of them has something going against him." She sighed and examined the list again.

"Well then," she said with the tone of one about to roll up her sleeves. "maybe I should just pick one and teach him to read."

I wanted to pound my fist on the table and say, "Drive'er, Charlie!" Next time, maybe I will.

Notice

Membership Renewal Due?

Check your membership expiration date on the mailing label of this newsletter. A renewal notice will be mailed to you a month prior to your expiration, or complete the form on the back of this newsletter and return with your dues payment. Share this newsletter and Membership Registration Form with a colleague. Support your Council by helping recruit new members! Thanks!

Notice

Teacher Leader Awards

Each year the Teacher Leaders recognize individuals who have made substantial contributions to the implementation of Reading Recovery in their communities. This year the Teacher Leaders presented awards to six outstanding individuals.

Dr. Nancy Ann Eberhart is Director of Professional Development in the Ohio Department of Education. She has been involved with Reading Recovery in Ohio since 1984 when she trained with the first class of Teacher Leaders in the United States. This involvement has helped shape her beliefs about the powerful connections that must exist between the design of professional development and the expectations for its impact on student learning. As an active participant in the liaison between the Ohio Department of Education and The Ohio State University, Dr. Eberhart has supported the implementation of Reading Recovery throughout the State of Ohio. Her responsibilities have focused on ensuring legislative support and dealing with statewide implementation concerns. A goal for Dr. Eberhart is to promote teachers as learners supported by school climates that nurture professional development.

Dr. William Lance Landauer is Superintendent of the Conewago Valley School District in New Oxford, Pennsylvania, and Site Coordinator for the Conewago/Lincoln Reading Recovery Site. Through his efforts this site has grown to include seventeen school districts in Pennsylvania and one in Maryland. As the local site became established, Dr. Landauer began working with the Pennsylvania State Department of Education and Shippensburg University staff to begin a Teacher Leader Training Site within the state. The Shippensburg University Site began operation in 1994 and graduated its second class of Teacher Leaders in 1996. Dr. Landauer presents regularly to local, county, and state groups on the effectiveness and costs of Reading Recovery and is often asked to work with districts as they investigate implementation issues. He is a volunteer mentor for new sites to provide assistance to new site coordinators and serves on the Pennsylvania State Steering Committee for Reading Recovery. His continued efforts on behalf of Reading Recovery have contributed significantly to the growth of the program within the State of Pennsylvania.

William D. Lynch, a founding and current member of the Board of Directors of the Reading Recovery Council of North America, has been a dynamic leader in achieving his goal of providing Reading Recovery for every child in San Diego County who would benefit. He has generously contributed over $100,000 through the auspices of the William D. Lynch Foundation for Children, helping to fund the establishment and maintenance of district training sites. He was instrumental in devising long-range implementation and expansion plans and has hosted numerous awareness events for educators, state legislators, and civic groups. Through active participation in the San Diego Chamber of Commerce and the Business Education Roundtable, he has dramatically enlarged the circle of local support for Reading Recovery. He has testified frequently before the California Legislative Assembly and Senate Committees, lobbying the merits of Reading Recovery and directing attention to this exemplary intervention model. Mr. Lynch has demonstrated a profound commitment to helping all children become readers.

Teacher Leader Awards Continued

Arkansas State Representative **Robert L. McGinnis** has been instrumental in making Reading Recovery a statewide reality in the State of Arkansas. As member and chairman of the Arkansas House Education Committee, Mr. McGinnis was instrumental in securing collaborations of permanent technical and financial support from philanthropic foundations and various state agencies for the implementation and ongoing development of Reading Recovery and Literacy Support for at-risk elementary age students. He now actively serves as the chairman of the Arkansas Reading Recovery Advisory Committee. Mr. McGinnis also serves as a board member of the Legislative Advisory Council of the Southern Regional Education Board which is a policy advisory board for fifteen states. In addition, he has been appointed to the Education Committee of the Southern Legislative Council. Mr. McGinnis' positive and powerful support ensures the best literacy practices for children in Arkansas.

Patricia H. Richards is Director of Instructional Support Services for the Onadago-Courtland-Madison BOCES in the State of New York. It is through her vision that Reading Recovery was implemented and has expanded from four to twenty component school districts across the upper regions of New York State. Ms. Richards has worked aggressively to provide awareness for personnel in the districts served and has involved them in structuring the Reading Recovery project. She has created and chairs a planning committee of Teacher Leaders and Administrators to ensure strong ownership of the planning, implementation, and financing of the project in all of the various districts served. Ms. Richards is an active proponent of the Reading Recovery program, presenting and supporting other school districts and BOCES in their investigation of Reading Recovery.

Dr. Sybil Yastrow has made significant contributions to the implementation of Reading Recovery in the State of Illinois and to the children the program serves. As one of the pioneers of the program in Illinois, she spearheaded the formation of the initial project, joining three districts into a consortium. After retiring from her position as Lake County Regional Superintendent, she continued to promote the program and formed the Northern Illinois Reading Recovery Consortium composed of twenty-one districts. Under her guidance, this consortium's restructuring, policy-making, and financial management were all agreed upon by the member districts. This organization has strengthened the commitments to the Reading Recovery program. Dr. Yastrow has demonstrated strong and enthusiastic leadership and has supported Reading Recovery as the best early intervention reading program for children as well as one of the strongest staff development programs for teachers.

July 1996 RRCNA Board Highlights

Submitted by Maribeth Schmitt, Secretary

The Council's Board of Directors met in July 1996 in Columbus for a brief business meeting and a strategic planning session. During the meeting the Board:

- Adopted a balanced budget for the 1997 fiscal year which began on July 1, 1996;
- Set the date and location for the 1997 North American Leadership Academy;
- Created and adopted new statements of vision, mission, and purpose for the Council;
- Adopted four motions specifying areas for staff and Board attention over the following six months.

For details of these actions, see the President's Message and the Executive Director's Message, page 1 of this newsletter.

New Council Board Members

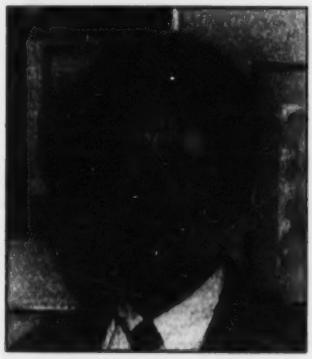
The last issue of the *Council Connections* contained a list of the new members elected to the Board of Directors in the spring. Space limitations precluded describing the new Board members in detail. The Editorial Board is pleased to provide this further introduction.

Billie Askew is Vice President and will proceed through this position to President-Elect and President of the Council. Billie is a Trainer of Teacher Leaders at Texas Woman's University in Denton, Texas. She is in her tenth year with the Reading Recovery Program. Billie is a former classroom teacher who also served as a public school administrator of literacy programs for a number of years. After serving as a Reading Recovery teacher leader in a school district, she became a trainer of teacher leaders at Texas Woman's University. She currently is training her eighth class of teacher leaders, and is chairing the Council's Implementation Committee and the planning committee for the North American Leadership Academy. As Vice President of the Council she also has responsibility for chairing the Elections Committee. Billie contends that her work in Reading Recovery has created new visions about how children think and learn and has established new networks of colleagues sharing a commitment to the academic success for all children. Her vision for the Council is **the strengthening of Reading Recovery and related early literacy efforts through an organized system of collaboration among North American sites and across the vast network of expert human resources who share a commitment to successful early literacy initiatives.**

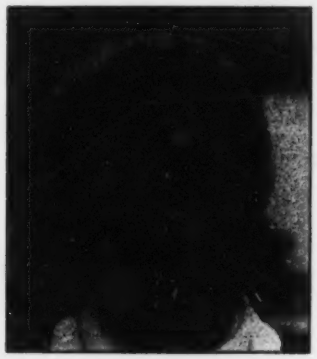
Maribeth Schmitt is Secretary of the Council. She is a Trainer of Teacher Leaders and an Associate Professor of Literacy and Language at Purdue University in West Lafayette, Indiana, where she serves as the Director of the Indiana Reading Recovery Program. She has published numerous articles on literacy research, especially in the area of independent, strategic learning and metacognition. She serves as the editor of the *Network News*, as a member of the Editorial Advisory Board for the Council's journal *Literacy, Teaching and Learning*, and is a past member of the review board for *The Reading Teacher*. Her vision for the Council is that it **will serve as a foundation for sharing the message that it is possible for all children to participate in life as successful readers and writers, allowing interested educators and partners to engage in dialogue that fosters this view and broadens the scope of our efforts.**

Dianne Stuart is the newly elected Trainer representative on the Council's Board. She is the Trainer/Administrator of the Canadian Institute of Reading Recovery in Scarborough, Ontario, Canada. Her responsibilities include training Teacher Leaders, overseeing the implementation of Reading Recovery sites across Canada, raising public awareness of the program, and providing professional development for staff. As an elementary principal, curriculum writing, implementation, and staff development were areas of interest and attention. While serving as a principal in the Student Services Department, finding a better way to meet the needs of young children at risk was a priority. Her vision for the Council: **I believe the Council provides a unique opportunity for educators in two very diverse countries to work together in providing Reading Recovery to every child who needs this early initiative, to uphold the integrity of the program, and to increase teachers' understanding of how children learn to read and write.**

Connie E. Thomas is the newly elected Site Coordinator representative on the Board. She is the Title I Program Administrator for Anderson Community School Corporation in Anderson, Indiana, and has been involved with Reading Recovery for four years. She currently is serving as site coordinator in her school system. In this role she has worked with colleagues in the State of Indiana to create a network of Reading Recovery professionals, and she attended every training class during the initial year of implementation in Anderson. She has been an advocate for Reading Recovery because she believes in early intervention programs that front load success. She believes that every child deserves the opportunity to develop strategies that will make him/her successful in school. She holds an Ed. S. in School Superintendency and a Master's Degree in Elementary Education with an emphasis in reading instruction. Her vision **is that the Council continue to connect professionals who believe that all children can learn and that every child deserves the right to experience success with reading and writing; to this end, the Council should provide a network of support, not only for those newly involved in Reading Recovery, but also for those expanding the knowledge into quality literacy programs that impact all students.**



David Moriarty is the newest partner representative on the Board of Directors. Partners are those individuals in the school and community systems who support full implementation of Reading Recovery. Partners may be classroom teachers, Title I teachers, principals, administrators, school board members, community literacy advocates, and anyone else who supports Reading Recovery and early literacy interventions. David Moriarty is a partner who is Director of Language Arts (birth through grade 12) in Medford Public Schools, Medford, Massachusetts. He has thirty years of experience in education including fifteen years as an administrator. He is a statewide activist for Reading Recovery and for legislation to support Reading Recovery in Massachusetts. He is president of the Reading Recovery Task Force in Massachusetts and Chairperson of the Reading Recovery Political Action Committee in Massachusetts. He has served on many professional boards and is active in many professional organizations. Currently, he is on the state Assessment Development Committee for Writing-Mass, Comprehensive Assessment System. His vision for the Council: **Continuing the 'purity' of Reading Recovery nationally is absolute, especially as success rates reach 90% and more, and also disseminating Reading Recovery as the ultimate professional development model and the most critical early intervention model of this century.**



Jeanne Milovanovich is the appointed representative of the Canadian Institute of Reading Recovery on the Board. She is president of the Canadian Institute Board and was appointed to the Council Board by the Institute Board. Her career in education spanned over 27 years and ranged from classroom and special education teacher to school principal and system superintendent in one of Canada's largest school systems. She also held office in teacher organizations at the local, provincial and national levels. She always has held the conviction that the early years of a child's education form the basis for lifelong learning and that reading and writing are essential life skills for each person. In 1989 when the Scarborough Board of Education became a Reading Recovery site, Jeanne assumed system responsibilities for its development and chaired the first Reading Recovery steering committee. When the Faculty of Education of the University of Toronto and the Scarborough Board of Education formed a partnership in 1992, she became the founding president of the Canadian Institute of Reading Recovery. She has continued as president since her retirement from the Scarborough system in 1995. In seven years, Reading Recovery in Canada has grown from two sites to over fifty sites. Her vision is that **the goals of the Canadian Institute of Reading Recovery and the Reading Recovery Council of North America are the same: to ensure that all Canadian children who need the services of the program receive them. We look forward to sharing in progress toward achievement of that goal.**

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Book Corner Good Books, Good Times!

Constance A. Compton, Trainer,
Texas Women's University

This column reviews new children's books and explains ways that teachers and children are enjoying these titles in their classrooms. To recommend a title for review or to submit a review, write to Dr. Constance A. Compton, Reading Recovery, Texas Woman's University, P.O. Box 23029, Denton, Texas 76201-1029

My Very First Mother Goose.
Ed. by Iona Opie.
Illustrated by Wells, Rosemary.
Sept. 1996.
Cambridge, MA: Candlewick Press.
ISBN 1-56402-620-5
USA $19.99

In an exceptional joint effort, Iona Opie and Rosemary Wells have masterfully captured the essence of Mother Goose in their newest book, My Very First Mother Goose. Here they introduce us to a gentle, grandmother-like Mother Goose in 60 familiar and not-so-familiar verses. The pandemonium typically associated with these rhymes is still there, but represented with pleasant families of mice, rabbits, cats, and bears. Wells, in her effort to keep the language of Mother Goose from disappearing from our world, beautifully portrays the rhymes where "language is its most playful, innocent, and profound." The large-size nursery-rhyme collection is carefully laid out for the young viewers so they can concentrate on a single poem and illustration per page.

Iona Opie reminds us in her introduction that through nursery rhymes, mishaps can be "funny rather than tragic," tantrums can be "comical as well as frightening," and that laughter is "the cure for almost everything." This collaborative effort of Opie and Wells allows children and parents to once again experience and enjoy life through the nonsense and fun of Mother Goose.

When I Was Five.
by Howard, Arthur, (1996).
New York: Harcourt Brace & Co.
ISBN 0-15-200261-8
USA $14.00
Canada $20.00

When Jeremy was 5, he wanted to be..."an astronaut, a Cowboy, or both." Now he's six. In this charming story, Jeremy compares life at age six, with life, as he remembers is, at age five - revealing to the reader how he has changed over time.

The story begins with Jeremy recalling life as a five year old, telling all about his favorite things: occupation, cars, dinosaurs, secret hiding place, and his best friend. The story follows a parallel storyline when Jeremy turns six and once again, shares his favorite things with the reader. What Jeremy and the reader discover is that some things have changed (such as his secret favorite hiding place which he shared at age five and kept a secret at age six) and some things have stayed the same, like his best friend, Mark.

This book is a tender story, enhanced by the childlike watercolor, gouache, and black pencil drawings. Parents and children will both enjoy reading together.

National Diffusion Network

Carol Lyons, Director, NDN Reading Recovery Program

As reported last year, The United States Department of Education Program Effectiveness Panel presented a certificate of revalidation for Reading Recovery for May 1, 1995 to May 2, 2001 in recognition of our contributions to excellence in education. Our program was awarded this honor because research data documented that the Reading Recovery Program enables a large number of the lowest achieving first grade students in the U. S. to read at the average level of first grade students in their school or classrooms.

Recently, the U. S. Office of Educational Research and Improvement (OERI) announced that due to rescission cuts by the members of the 1996 U. S. Senate and House of Representatives, OERI's National Diffusion Network office does not have sufficient revenue to support new or reviewed grants nor funding for RMC Research Corporation which has compiled and verified NDN adoptions for the last ten years.

The effect of this action on Reading Recovery is as follows:

1. Until further notice, teacher leaders will no longer complete Form C's.
2. Yearly scan forms and annual site reports will be used to verify and recertify your site as a trademarked Reading Recovery site.
3. The Reading Recovery annual letter stating that your site is granted a royalty free license to use the name in conjunction with your Reading Recovery program will be sent by Oct. 15. This letter will be sent if the site has submitted complete scan forms to the National Data Evaluation Center at The Ohio State University and an annual report has been submitted to the Reading Recovery regional training center to which your site is assigned by September 15.
4. A list of trademarked Reading Recovery sites will be submitted to Secretary of Education Richard Riley's office in October every year.

If you have any questions, please call. Your continued efforts and support for the Reading Recovery Program for teachers and children is admirable and appreciated!

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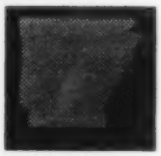
State News:

News from the states will be a regular feature of this newsletter in this and future issues. Please submit items of interest from your state to the editor in care of the Council.

Arkansas



The Arkansas Reading Recovery Program has been featured in the Southern Regional Education Board's (SREB) *Paths to Success Series*. The Series' first volume was published in July 1996 and was a twelve page monograph on Reading Recovery in Arkansas. Paths to Success is the SREB's new series for reporting on strategies to improve children's readiness for school and to help schools be better prepared to meet the needs of all children. The monograph presents a thorough description of Reading Recovery. In addition it describes the successful implementation of Reading Recovery in Arkansas and the collaboration of the Reading Recovery program in Arkansas with early literacy groups. The monograph also highlights Dyer's 1992 analysis of costs of Reading Recovery in comparison to the costs of special education. Finally, the monograph more briefly describes the implementation of Reading Recovery in the Carrollton-Farmers Branch Independent School District near Dallas, Texas, and lists the seven Regional Reading Recovery Training Sites in the SREB's region's fifteen states. For more information, contact David R. Denton, Director, Health and Human Services Programs, SREB, 592 Tenth Street, N. W., Atlanta GA 30318-5790.

Ohio

The Reading Recovery Program has been selected as one of "Ohio's BEST Practices" in education for 1996. The program is one of 56 education programs statewide to have earned the award and was honored at the second annual Ohio's BEST Conference in Columbus on May 14-15.

Ohio's BEST is a coalition of more than 100 education, business and community organizations that have united in a major statewide campaign to improve education in Ohio.

Launched in 1995, the Ohio's BEST Practices initiative identifies and promotes innovative education programs that have proven to be successful at improving education results in Ohio's schools.

"The College of Education Reading Recovery faculty and staff are delighted that the Reading Recovery Program has been recognized as one of Ohio's BEST Practices for 1996. We are extremely grateful to the State of Ohio, the Ohio Department of Education, The Ohio State University, and the Reading Recovery teacher leaders and teachers who continue to support the program." Carol Lyons, Professor and Director of the National Diffusion Network Reading Recovery Program.

The Reading Recovery program is in its twelfth year of implementation in Ohio and currently operates in 49 U.S. states and eight Canadian provinces. During 1994-95, 88 percent of the 5,723 low achieving first grade students in Ohio reached average reading levels in their class.

Since first introduced in the Columbus Public Schools in 1984, the Reading Recovery Program has served a total of 49,118 low achieving first grade children in Ohio. Of those children, more than 85% were successfully discontinued reading at the average of the class. Follow-up studies conducted in Columbus, Ohio revealed that Reading Recovery students maintained their gains in second, third, and fourth grade. Fourth-grade Reading Recovery students demonstrated that they could accurately read text at the sixth grade level or above. Additionally, these children proved to be excellent spellers, producing spellings closer to conventional spelling than their randomly selected peers on a fifth-grade spelling test.

The 56 BEST Practices honorees for 1996 were selected from a field of 324 nominations from 61 different counties. All nominated programs were evaluated by a team of more than 100 trained reviewers from across Ohio and were judged according to the following criteria:

* Significance, as demonstrated by fulfilling one or more of the eight National Education Goals;
* Effectiveness, as demonstrated by the positive results the program has achieved;
* Transferability, or the degree to which the program can be adapted and applied in widespread contexts;
* Responsiveness, to the varied needs of Ohio's diverse educational population; and
* Originality, as demonstrated by the program's creative solutions to common education problems.

"By publicly recognizing and sharing exemplary education programs and practices, we will accelerate education improvement efforts statewide," said Bob Wehling, BEST co-chair and senior vice president, The Proctor & Gamble Company. "With BEST Practices initiative, we hope to plant the seeds of change that are necessary to achieve BEST's goal of ensuring that all Ohio children acquire the knowledge and skills they need to meet today's challenges and the challenges of the 21st century.

For more information about Ohio's BEST or the Ohio's BEST Practices initiative, call (614) 469-1200.

Northeast

The October Reading Recovery Conference yielded 241 new members and 162 renewed member for the Council. Thanks and congratulations for your recruitment efforts!

Texas

The October Reading Recovery Conference yielded 231 new members and 207 renewed members for the Council. Thanks and congratulations for your recruitment efforts!

SAVE THESE DATES:

JULY 30, 1997 THROUGH AUGUST 2, 1997

NORTH AMERICAN LEADERSHIP ACADEMY
Strengthening the Operation of Reading Recovery®
in Systems and Schools

SPONSORED BY
The Reading Recovery Council of North America

San Diego, California
Westin Hotel at Horton Plaza

KEYNOTE SPEAKER: MARIE M. CLAY, RESEARCHER AND EDUCATOR

The Academy is designed especially for Superintendents, Administrators, School Board Members, Site Coordinators and trained Reading Recovery Teachers, Teacher Leaders, Classroom Teachers, Special Education Teachers, Title I Coordinators and Teachers.

TWO TOPICAL STRANDS WILL BE PRESENTED:

IMPLEMENTATION of READING RECOVERY

- Building a shared understanding of full implementation: what it is and how to get it
- Implementation planning and how to make an effective plan
- Efficiency and effectiveness in research and analysis to support your program
- Using data to guide an effective implementation
- Partnerships of schools and classrooms in serving all children
- Rationales for Reading Recovery guidelines and standards

FUNDING and ADVOCACY

- Corporate and foundation funding for Reading Recovery: how to find it and how to get it
- Government funding: how to find it and how to get it
- Grant writing and proposal development
- Government relations: understanding the policy making process at the federal, state, and local levels
- Finding new funds and making the most of the funding sources you have
- Putting together a funding and advocacy plan

Registration materials will be available in January 1997.
For more information, call the Reading Recovery Council of North America at 614/292-7111.

Reading Recovery Council of North America
Publications Order Form

Name _____ Phone (_____)_____

Street Address _____

City _____ State/Province _____ Zip _____

Please send the following publications:

Leadership For Literacy: A Guidebook for School-Based Planning (Catalog #SBP)	___ copies @ $5.00/copy (Member Rate)	$_____ Total
	___ copies @ $9.00/copy (Non-Member Rate)	$_____ Total
	___ 100 @ $400/Member	$_____ Total
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Descubriendo La Lectura Booklist (Catalog #DLL)	___ copies @ $10.00/copy (Member Rate)	$_____ Total
	___ copies @ $15.00/copy (Non-Member Rate)	$_____ Total
Site Coordinator's Handbook (Catalog #SCH)	___ copies @ $25.00/copy (Member Rate)	$_____ Total
	___ copies @ $35.00/copy (Non-Member Rate)	$_____ Total
	GRAND TOTAL OF ORDER	$_____

Check Amount Enclosed $_____
If paying by Purchase Order, please enclose a copy of the Purchase Order.

Pay to the order of: **The Reading Recovery Council of North America (RRCNA).**

Sorry: No billing or telephone orders. Allow four to six weeks for delivery. Thank you.

MAIL TO: **THE READING RECOVERY COUNCIL OF NORTH AMERICA**
SUITE 100
1929 KENNY ROAD
COLUMBUS OH 43210-1069.

FOR OFFICE USE

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Membership Application – Reading Recovery Council of North America

Join your colleagues throughout North America in **the** professional association for Reading Recovery. **Reading Recovery Council of North America** provides Reading Recovery educators with expanded opportunities for leadership, professional development, and advocacy for Reading Recovery.

Benefits of membership in RRCNA include:

* A network of colleagues throughout the Continent.
* A one-year subscription to RRCNA newsletters
  * *Council Connections* (3 issues)
  * *The Running Record* or *Network News* (2 issues each)
* A one-year subscription to *Literacy, Teaching and Learning*, (2 issues) RRCNA's professional journal for early literacy educators.
* Special member rates on RRCNA publications.
* Voted representation on the RRCNA Board of Directors.
* A lapel pin and membership certificate for new members.

READING RECOVERY® COUNCIL OF NORTH AMERICA

Use this form to join or renew your membership. Copy to your colleagues and ask them to join, too.

Name _____ Employer _____

Work Street Address _____

City _____ State/Province _____ Zip Code _____

Work Phone _____ Work FAX _____ Work E-Mail _____

Home Street Address _____

City _____ State/Province _____ Zip Code _____

Home Phone _____ Home FAX _____ Home E-Mail _____

Preferred Mailing Address: Home _____ Work _____

I received my Reading Recovery training at _____ during 19 _____

Please check the appropriate items: I am: ____ renewing my membership ____ a new member

I am a: ____ Leader Trainer ____ RR Teacher ____ Teacher Leader ____ Site Coordinator ____ Partner (_____)

I would like a: ____ $40 U.S. one-year membership ___ $100 U.S. one-year supporting membership (Provides development funds)

____ I am associated with Descubriendo La Lectura.

__ Visa or __ MasterCard

_ _ _ _ - _ _ _ _ - _ _ _ _ - _ _ _ _

Expiration Date _ I _ mo. _ I _ yr.

Signature: _____

Please send completed form with your check, credit card information, or purchase order made out to RRCNA to the following address:
Reading Recovery Council of North America
1929 Kenny Rd., Suite 100
Columbus OH 43210-1069
(614)292-7111

Office Use Only
Remittance Advice: Reading Recovery
Name _____
Check # _____
Sales Order # _____
Date _____
Amount _____

READING RECOVERY COUNCIL OF NORTH AMERICA

Council Connections

Spring 1997
Volume 2 • No. 3

A Newsletter of the Reading Recovery Council of North America

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The Council Connections newsletter is published by Reading Recovery Council of North America.

President's Message

Carol A. Lyons

The Reading Recovery Program is a great success! As indicated in Table 1, the program has grown tremendously in just twelve years. In 1984, one school district had a Reading Recovery Program; in 1995-96 the program was implemented in 2939 school districts. In 1984, 16 Reading Recovery teachers were working in six schools; in 1995-96, 14,153 Reading Recovery teachers taught children in 9062 schools.

Moreover, the program has accomplished what it was designed to do. From 1984 to 1996, a total of 194,226 (81%) of the 234,913 lowest achieving first grade children who completed the program made accelerated progress and were successfully released at expected grade levels for their class in school. (See Table 2.) If the present trend continues, by the year 2000 approximately 500,000 low achieving children will receive Reading Recovery in more than 15,000 schools throughout the United States alone. This number may be doubled if children served in Reading Recovery programs operating in Canada, Australia, New Zealand, the United Kingdom, and various other countries are included.

TABLE 1

U.S. university trainers, teacher leaders, teachers, school districts, and schools participating in Reading Recovery from 1984-1996

Year	University Trainers	Teacher Leaders	Teachers	School Districts	Schools
1984-85	0	0	16	1	6
1985-86	1	3	58	23	35
1986-87	3	27	280	108	255
1987-88	3	45	531	143	227
1988-89	6	43	732	265	623
1989-90	11	54	1,163	332	892
1990-91	13	80	1,850	508	1,406
1991-92	19	155	3,164	798	2,336
1992-93	24	259	5,343	1,246	3,731
1993-94	33	388	8,182	1,905	5,523
1994-95	39	510	12,084	2,543	7,784
1995-96	39	625	14,153	2,939	9,062

Reading Recovery National Data Evaluation Center
The Ohio State University

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President's Message (continued)

These data were recently presented at the Reading Recovery Council of North America Board of Directors' Meeting and at a meeting attended by Deans of Education from Reading Recovery University Training Centers. Participants at both meetings expressed pride in what has been accomplished and commitment to the 14,817 Reading Recovery teachers, teacher leaders, and trainers who are teaching daily the lowest achieving students how to read and write, and the thousands of administrators who are supporting their efforts.

That we have achieved so much and managed so well through the years is because you have been there to support us in this endeavor. In calling attention to Reading Recovery's achievement, I am recognizing the tremendous role which everyone associated with the program and the Reading Recovery Council of North America plays in that achievement. For all its accomplishments, the program may well serve as both a symbol and a reminder: Reading Recovery is a thriving program because you have helped to make it so. Your support encourages all of us ... teachers of children, administrators, parents, and others associated with the Council ... to do better; it sustains our growth and commitment to the children we serve and to our resolve to accept humbly the challenges we face. It is very reassuring to be a member of a community of individuals who are ensuring access to Reading Recovery for every child who needs it. Reading Recovery children's lives will be forever changed, made better, enriched, and enlightened because we supported each other in doing the right thing.

TABLE 2

U.S. Reading Recovery children served, program children and percentage of children discontinued from 1984-1996

Year	Served**	Program***	Discontinued****	%
1984-1985*	110	55	37	67
1985-1986	230	136	99	73
1986-1987	2,048	1,336	1,059	79
1987-1988	3,649	2,648	2,269	86
1988-1989	4,772	3,609	2,994	83
1989-1990	7,778	5,840	4,888	84
1990-1991	12,605	9,283	8,126	88
1991-1992	21,821	16,026	13,499	84
1992-1993	36,443	26,582	22,109	83
1993-1994	56,077	40,493	33,243	82
1994-1995	81,220	57,712	46,637	81
1995-1996	99,617	71,193	59,266	83
Totals	326,370	234,913	194,226	81%

***Pilot year:** Reading Recovery teachers were in training.

****Served:** Program children and children who entered Reading Recovery but did not receive a minimum of 60 lessons because they moved, were absent for extended periods of time, or the school year ended prior to completion of lessons. Column 1 is inclusive of the subcategory Program Children, Column 2.

*****Program:** Reading Recovery children who received a minimum of 60 lessons or were discontinued prior to receiving 60 lessons.

******Discontinued:** Reading Recovery children who were released from the Reading Recovery program reading within average reading levels of the class.

Reading Recovery National Data Evaluation Center
The Ohio State University

Executive Director's Message

Jean Bussell

The past three months have been incredibly stimulating for me from all sources, but especially from each of you whose path has crossed mine by telephone, letter, e-mail, fax, and even face-to-face. Each time the Council publishes our newsletters, we are deluged with your joyous responses and your requests for service. Each time I have the opportunity to attend a state or regional Reading Recovery Conference I am inspired to work on your behalf in new and creative ways. It is very exciting to see your response today in comparison with twelve months ago. I hope the next twelve months will bring additional new services to you as members, and successes to all of us as advocates for children.

Despite our successes, or perhaps because of them, our critics have been especially active over the past several months. I was inspired by Gay Su Pinnell's comments at the beginning of her remarks at the Illinois Reading Recovery Conference this winter. "Of course we have critics," she said, "because Reading Recovery works! And because we publish data that shows **how well it works.**" The critics attack what is not traditionally presented in our data, and the Council is working to produce new publications which will document, for example, what happens to those children who do not have a complete pro-

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gram as defined by sixty lessons, among other things.

Meanwhile, we all can be encouraged by the present level of attention which early literacy is receiving in the media and at the national level. The Council is entering a very proactive stage in which we will be providing you with information and resources with which to advocate on behalf of the program and the children it serves at the local level. Your continued quality teaching and your grassroots efforts outside the classroom will be a part of a much wider effort to teach children to read and write. The Council is entering into collaborative relationships with the "Presidents' Summit on Volunteerism" and with "America Reads" in order to do just that. Please read the related articles in this issue.

The Council staff and Board are your leadership team. Keep us informed of your activities and efforts, and we will help build upon them on behalf of children and families throughout the continent.

Membership Meeting Report

The Annual Membership Meeting of the Reading Recovery Council of North America was held on Saturday February 1, 1997, in Columbus, Ohio. The members heard reports from the President, the Past President, and the Executive Director.

President Carol Lyons introduced the members of the Board of Directors and the Committee Chairpersons. Each Committee Chairperson described the functions of the Committee which he or she chairs. Lyons presented the statistical data for Reading Recovery over the past twelve years. (See the President's Message in this issue.) She applauded the work of all the members in providing Reading Recovery services to children who need their support to learn to read and write. She thanked the members for their support for the organization and encouraged them to participate even more fully in the work of the Council through the Committee structure.

Executive Director Jean Bussell welcomed the members on behalf of the Council staff. She introduced Julie Reeves who is the Program Coordinator for the Council. Julie is responsible for responding to membership inquiries, developing new programs and services for members, providing liaison to outside organizations which support the work of the Council, and keeping the office operation running smoothly. Bussell also introduced Jason Green who is responsible for maintaining the Council's membership database, distributing new member benefits, producing the Reading Recovery Directory, and supporting the internal computer network. Bussell also reported that the membership is strong but needs to grow to represent fully the entire Reading Recovery network.

Past President Gay Su Pinnell presented the report of the Strategic Planning Committee of the Board of Directors. She described the process the Committee is using in collaboration with the Board of Directors to develop the Plan. She presented the VISION, MISSION, and PURPOSE statements which have been adopted by the Board. She also presented the draft statement of beliefs and values as well as draft goals and objectives which will be presented to the Board of Directors for their consideration later in February. (See related article in this issue.)

Following a brief question and answer session, the meeting was adjourned.

California Reading Recovery Support RRCNA

For the second consecutive year, the Reading Recovery Program in California has presented the Council with a contribution from the royalties of the Carousel Books. Stan Swartz, California State University at San Bernardino, presented the contribution of $10,000 to Council Executive Director Jean Bussell during the Ohio Reading Recovery Conference and National Institute. In addition, Swartz presented a second check in the amount of $5000 from the royalties of the Teachers' Choice Books to the Council.

These contributions bring the total contributed to the Council by the California program to $25,000 over the past two years. The Council thanks Dr. Swartz and the California Reading Recovery Program for its support and commitment.

Comprehensive Book List Available — Order NOW!

Following months of intense effort by dozens of trained Reading Recovery personnel, the new *Comprehensive Book List in English* is available for purchase by trained Reading Recovery personnel. The Book List provides the titles, levels, publishers, and some word counts for books that have been leveled for use in Reading Recovery. Revised as of January 1997, the Book List is a printed list including all titles selected for use in Reading Recovery, sorted by title, level, and publisher. New titles are designated by an asterick. The Book List is available only to trained Reading Recovery educators as a single copyrighted list or as a master with permission to duplicate. Use the order form in this issue to order your own copy.

Classroom Connections

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

Conquering the Spelling Frontier

Vicki Fairchild Crain

[Vicki is currently a teacher leader for round Rock School District, TX.]

When it came to formal spelling instruction, I knew exactly what I didn't want. After years of teaching the traditional word lists where students practice by copying each word five times, I realized that my first-graders thought of spelling as the enemy, an entity unto itself with no relevance whatsoever to the thematic units and process writing so enjoyable in the classroom. There had to be a better way.

Spelling represented the last unconquered frontier. My training in Reading Recovery has impelled me to explore how children learn, and, as a result, I have drastically changed my classroom environment. I enticed the students with print-rich walls, level-appropriate books, and ample opportunities to read and write. Yet, with nothing to guide me, I clung to the old paradigm of formal spelling tests.

In an attempt to find a better way, I made a list of qualities that I thought a spelling program should possess.

Research showed that spelling should:

* make students take a closer look at print;
* present words in context;
* be meaningful to students;
* provide ownership for the students. (Gentry, 1987).

Still in the dark, I reluctantly began the school year without a new plan for teaching spelling. An idea came to mind as I was testing students using Clay's *Observation Survey of Early Literacy Achievement*. The "Hearing and Recording Sounds in Words" section on the Observation Survey provided rich information about a student's knowledge of spelling (Clay, 1993). Does the child know some high frequency words? Can he/she use letters to record dominant consonant sounds? Can the child discriminate between vowel sounds? Does the child demonstrate knowledge of capitalization and punctuation? Best of all, the score represents what sounds a child can hear and record and is not determined by a child's ability to spell whole words correctly. I started to think of ways this information could be used in the classroom.

I began to apply my knowledge of theory to my classroom spelling instruction. With the class composing a sentence by discussing the big book used that week, the shape of the spelling program in my classroom formed. The first spelling sentence came from our unit on feet: "My feet are very big." This sentence had meaning to the students. (Jake, who provided our sentence, did, in fact, have large feet!) As the year progressed the group composed sentences that became increasingly difficult and the number of possible teaching activities seemed endless. These group compositions provided an interesting opportunity to study words. An example of our spelling lessons from the first week in March demonstrates this process.

MONDAY: Meaningful Beginnings:

The students are enjoying our unit on insects. Having shared Eric Carle's *The Grouchy Ladybug*, I begin to prompt the students for a sentence.

TEACHER: Can anyone name a character from this book?

MARTIN: Well, the whale and the elephant.

JAKE: And the little insects and the lady bugs.

CRYSTAL: The ladybugs are insects, too.

JULIE: Because they have six legs!

The students composed a spelling sentence for the week: "Ladybugs are insects because they have six legs." As the students copy down our sentence to take home, I take a count of the sounds and jot down that this week's sentence has 34 individual sounds.

TUESDAY: Taking A Closer Look:

Our 15-minute spelling lesson begins by reviewing our sentence. The known words (they, are, have) are practiced quickly on mini chalkboards for fluent writing. Today, I want the students to take a closer look at the words in the sentence.

TEACHER: Can anyone find some ways our words are alike?

ANGEL: Three of the words are big!

MARK: Two of them have silent e's.

TEACHER: What about the endings?

CRYSTAL: Three of the words end with an s!

After discussing the s ending, we end the lesson by writing our sentence with a green marker on a dry erase board, using a red marker to write an s in the three appropriate places.

WEDNESDAY: Making Links:

Today brings a focus on finding links to make spelling easier. The lesson begins with a question.

TEACHER: Can anyone find a way that will help remember how to spell a word?

ERICA: Ladybug is like 'baseball'; it's really two words put together. Erica demonstrates how she splits the word to make it easier to spell.

JAMES: We know how to spell 'in' and we have that word inside 'insects'!

JAKE: And we know the word 'be' so we know how to spell the beginning of 'because'!

After the students demonstrate their analogies, I introduce a link of my own that I think is beneficial.

TEACHER: Last week we looked at the word 'mix'. Can you find a word that looks like that?

CRYSTAL: If we can spell 'mix', we can spell 'six'!!

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THURSDAY: Visual Success:

This lesson varies weekly and depends on the areas of difficulty provided by the sentence. I have noticed that some of the students are having difficulty with the word 'ladybugs'.. so today some look closely and analyze while others practice writing the high frequency words. Later on the students, paired with a partner, practice the entire sentence, using markers and sentence strips or chart paper. Before writing each word the students are asked to visualize the word in their heads, then write the word in the air with a finger. "Seeing" the words in different ways proves more effective than copying it down on paper repeatedly.

JULIE: I wrote the word three times. Once on my brain, once in the air, and once on my paper!

FRIDAY: Cooperative Finale:

After studying our sentence for a week, the students are prepared to "have a go" with the sentence on their own. As a group we review the mini-lessons briefly, then I dictate the sentence to the class. Afterwards students check papers with a partner, circling words spelled correctly. These circled words are entered into the student's journals as known words. Then I view the papers, scoring each in the same fashion as the "Hearing and Recording Sounds in Words" task. That score (ex. 28/34) is written on a checklist along with anecdotal information such as:

* Crystal used a y in ladybug instead of an e!
* Jake demonstrated spacing this week.
* Julie used a capital and period correctly.
* Erica is writing the silent letters!

The information is then placed in the student's portfolios next to previous dictations to verify progress.

I feel comfortable using this spelling format, but more importantly, my students feel comfortable. Spelling is now meaningful, purposeful, and less stressful. As the students grow more adept with making links and using spelling strategies, their classroom writing has improved dramatically. A noticeable improvement with capitalization, punctuation, and spacing is an added bonus. With spelling in my classroom now a better reflection of my personal philosophy, I think the frontier has been conquered in my classroom but I will continue to examine the progress of my students and rethink my own learning as we work and learn together.

References:

Gentry, R.J. *Spel is a Four-Letter Word.* Heinemann, 1987.

Clay, M.M. *An Observational Survey of Early Literacy Achievement.* Heinemenn, 1993.

[Classroom teachers are welcome to become members of the RRCNA. The special membership category of "Partners" is especially intended for you.]

Research in Reading Recovery

Stanley L. Swartz and Adria Klein, editors of the Council's professional journal *Literacy, Teaching, and Learning*, have collaborated with Heinemann Publishers to present *Research in Reading Recovery*, a volume consisting of the original Reading Recovery research articles which appeared in the first three volumes of the Journal. Heinemann has published this volume at a reasonable price and has dedicated the royalties to the Reading Recovery Council of North America.

Research in Reading Recovery is dedicated to Marie Clay and includes a Foreword by Gay Su Pinnell. It is a valuable volume to all Reading Recovery advocates in that the original journals from which the articles are derived no longer are available. The cost of reprinting the journals was prohibitive, and Heinemann agreed to print the new volume and provide the royalties to the Council.

The Council extends its thanks to the editors Stan Swartz and Adria Klein, to Gay Su Pinnell, and to Marie Clay for their support of this effort.

Contact your Heinemann representative to order a copy.

Deans Meet in Columbus

Deans of ten of the universities which train Reading Recovery teacher leaders met in Columbus in February to discuss how they support Reading Recovery and how Reading Recovery can serve as a catalyst for change both within the university setting and in the public school system. The Deans represented the schools or colleges of education on the various campuses where Reading Recovery trainers are located.

Issues of common concern to the Deans were funding, maintaining sites as number of teacher leaders in training at particular locations declines, using technology in Reading Recovery training, maintaining integrity and quality at all levels of implementation, linking Reading Recovery and early literacy initiatives, and creating a process for collectively discussing these and other issues.

The Council has agreed to support the establishment of a network among the Deans and to provide whatever linkage is needed to enable them to support Reading Recovery on their campuses. The Deans plan to communicate regularly using electronic means, and to meet face-to-face as frequently as possible.

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Presidents' Summit

President Clinton, along with former President George Bush, has announced the Presidents' Summit to be held in Philadelphia in April 1997. The purpose of the Summit is to bring America to a new level of commitment to volunteer service, especially in targeting America's young people. The Presidents have named Colin Powell as Chairperson of the effort and Henry Cisneros as Vice Chair.

The Reading Recovery Council of North America Board of Directors has made the following commitment to the Summit:

The Reading Recovery Council of North America is a broad-based, non-profit organization whose members are dedicated to the vision that children will be proficient readers and writers by the end of first grade. Consistent with its primary mission, the Council will commit to teaching 300,000 at-risk young children to read and write, through the Reading Recovery Program sessions, by the end of the year 2000. Within that time frame, the Council will also commit to early literacy in homes and communities by providing training for 30,000 volunteers who will support an additional 300,000 children in their early literacy learning and strengthen literacy capacity in their homes.

Over the next few months the Council will be working with our members to develop materials which will be appropriate for involving volunteers in supporting Reading Recovery lessons and related classroom and home-based activities. We will work with the models which many Reading Recovery and early literacy advocates already use. In particular, we will work with the Americorps programs at The Ohio State University, the University of Texas at Austin, and California State University at San Bernardino to build upon what they have learned in working with volunteers and families.

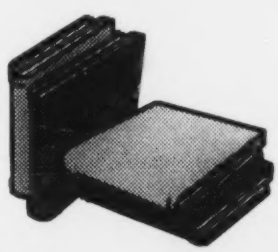
As materials and training programs are developed, we will distribute them throughout the Reading Recovery network for use in every community where Reading Recovery is offered. We will not be training volunteers to conduct Reading Recovery lessons; rather, we will be training volunteers and parents to conduct activities which will support the lesson at school and at home.

If you are interested in assisting with this effort, please contact the Council headquarters at 614/292-7111.

America Reads

In a related effort, many universities across the country are training students to volunteer as reading partners for young children. In particular, university students who receive work-study support through the federal financial aid program are encouraged to participate in literacy education efforts with children.

The Council is exploring how Reading Recovery University Training Centers and credit-granting educational institutions can use the materials being developed for the commitment to the Presidents' Summit to support the work-study effort. If you are interested in keeping informed on this effort, contact the Council at 614/292-7111.



Deadline

for next *Council Connections* article submissions is July 1, 1997!

Deadline

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RRCNA Committee UPDATES

The RRCNA standing committee structure is the locus for members' involvement in RRCNA. Each committee includes multiple membership types and thus provides opportunity for involvement of teachers, teacher leaders, trainers, site coordinators, and partners. Committee memberships are reviewed annually, so if you are interested in serving as a member of a committee, contact the committee chairperson as listed in the following reports.

Book

Submitted by Sue Hundley, Teacher Leader, Lesley College

The 1996-1997 Reading Recovery Comprehensive Book List has been reviewed by the Reading Recovery Trainers and the Reading Recovery Council of North America's Publications Committee. It is available for purchase by Reading Recovery educators from the Reading Recovery Council of North America, (614) 292-7111. It is important to note that the Reading Recovery Book List is a resource which can help teachers as they provide this early intervention. However, teachers using the Book List should carefully consider book choices within the wide range of texts at each level for each individual, recognizing that no specific book is appropriate for every child and no fixed sequence of books result in optimal student progress for all children. Moreover, teachers must recognize that levels are approximate since text difficulty is related to each child's background knowledge, his/her current independent processing system and the support provided by the teacher when introducing the new book.

The 1996-1997 Descubriendo La Lectura Book List, developed by the DLL Book Subcommittee, is currently available from the Council. Recommendations for new book additions or level changes can be forwarded to DLL Book Chairperson Raquel Mireles at Willow School-ABC SD, 11733 205th St., Lakewoood, CA 90715.

The Reading Recovery Council of North America Book Committee is presently engaged in numerous tasks which include the selection of new review teams for the next revision of the Book List, the review of trade books to expand this aspect of the Comprehensive Book List, the development of policies for participation on the Book Committee, and the creation of a series of forms that will be used to communicate with publishers. A significant task in the coming year will be to review the present list with careful attention to removing from the Comprehensive List some titles which may no longer seem helpful to children participating in Reading Recovery and to readjust the levels listed for some books so that they are more consistent with our present understandings.

All Reading Recovery educators are welcome to make recommendations for additions, deletions and level changes to the Book List. Recommendations can be sent to Sue Hundley, Lesley College Center for Reading Recovery, 1815 Massachusetts Ave. Suite 378, Cambridge, MA. 01240.

Research

Submitted by Patricia Kelly, Trainer, California State University, San Bernardino

Angela Jaggar is developing a Manual for Conducting Follow-up Research to be made available for site coordinators and teacher leaders. She is basing the document on her follow-up research in New York. The target date for the first draft is June, 1997. This will be a valuable asset for developing follow-up studies across the country.

In December at the National Reading Conference in Charleston, South Carolina, several trainers met with David Pearson and Jim Cunningham, two well respected reading researchers, to discuss several issues regarding Reading Recovery. This open exchange of ideas was very informative. Following the meeting, trainers in attendance expressed an interest in continuing to have similar meetings with reading colleagues at national conferences to dialogue about Reading Recovery and other pertinent issues.

Kathy Escamilla is directing the Follow-Up Study of Descubriendo La Lectura Children. DLL teacher leaders Yvonne Rodriguez and Olivia Ruiz complete the research team. The dual purposes of this study are to assess the sustaining effects of DLL on students who had the program in first grade and are now in grades 2 and 3, and to examine the reading environments of children who have been discontinued from DLL to determine how such environments may affect student reading progress in Spanish and English.

The research team met with DLL teacher leaders in San Diego at California Association of Bilingual Education February 26th to finalize data collection procedures. Teacher leaders in California, Texas, and Arizona will assist with data collection during March and April, 1997. Research results will be reported to RRCNA by September.

Research Committee Members Sharan Gibson and Daryl Morrison took the lead in providing extensive feedback regarding the Annotated Bibliography to Christi Hovest, who is completing work on the bibliography.

Gay Su Pinnell is collecting follow-up studies from across the country which will be considered for inclusion in a larger study that analyzes and synthesizes this data in order to provide information about the sustained effects of Reading Recovery on student reading proficiency. Anyone who has conducted follow-up research on Reading Recovery is encouraged to mail a copy to Gay Su Pinnell at The Ohio State University, 200 Ramseyer Hall, 29 West Woodruff Avenue, Columbus, Ohio, 43210.

Training Advisory

Submitted by Irene Fountas, Trainer, Lesley College

The Training Advisory Committee has joined with the Implementation Committee to

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RRCNA Committee UPDATES Continued

plan the first North American Leadership Academy to be held in San Diego, California, July 31 - August 2, 1997.

Peg Gwyther, Committee Member, continues to explore new capabilities for technology in training and other communications. Mary Fried, Rose Mary Estice and Sue Duncan are working on preparing for sale several videotapes, gifts of the University of Illinois, that will be available as training materials through RRCNA.

Teacher Leaders are encouraged to suggest revisions and provide feedback to the committee regarding the Guidesheets distributed at last year's Teacher Leader Institute. Bring your sheets marked with suggested revisions or questions to submit to the Training Advisory Committee at the Teacher Leader Institute in Dearborn and Raleigh.

The Training Advisory Committee has almost completed a forms review. The Lesson Record and Running Record Form in the Observation Survey and in the Guidebook are the forms that should now be used. No modified forms will be available as they are an infringement on copyright and because they alter the original intent of the form. As Reading Recovery Teachers use up old forms, new ones should be substituted.

The Book Committee will now join the Training Advisory Committee as a subcommittee, so that all training functions and materials will be working together in conjunction with the North American Trainers Group.

Guidelines and Standards Committee

Submitted by Noel Jones, Trainer, University of North Carolina at Wilmington

The following changes and additions to existing Guidelines and Standards of the Reading Recovery Council of North America were adopted by the Board of Directors of RRCNA on February 5, 1997. Remember that the purpose of these Guidelines and Standards is to maintain the integrity of the Reading Recovery program. If a change in Guidelines jeopardizes your district in some way that you believe to be unfair, first speak with the University Trainer with whom you are affiliated. If the issue cannot be resolved through discussion with the trainer, a written request for exemption may be sent to the Guidelines and Standards Committee Chair. Be sure to give specific information about your situation and articulate the reason you feel that an exemption is warranted.

Changes in Guidelines: Effective at the beginning of the 1997-98 School Year.

Change in requirements for Reading Recovery teachers:

Teach a minimum of four first-grade children per day individually for 30 minute daily sessions in a school setting.

The rationale for this guideline is explained in the related article in this issue of Council Connections. Note that the possibility of teaching more than four children extends only to trained teachers. Teachers in training must teach four children and only four children.

Change in Continuing Contact requirement for trained Reading Recovery teachers:

Attend a minimum of six continuing contact sessions for trained teachers each year; four to six of these sessions must each include two behind-the-glass lessons. Attendance at a Reading Recovery/DLL conference is also encouraged.

Additional Guidelines

Relationship of Teacher Training Sites to University Training Centers:

Each Reading Recovery® teacher training site must establish affiliation with the university training center within their state or, if none exists within the state, with another appropriate university training center, for purposes of communication, reporting, and continuing professional development. The site application for each teacher training site must be on file at the university training center with which the site is currently affiliated.

If a teacher leader is trained away from the state of residence, the center that supplied the training shall provide services to that teacher leader and school unit during the first field year. An agreement between training centers will determine which site will continue the professional relationship with that teacher leader and site thereafter.

To assure compliance with guidelines for teaching and training, affiliations between districts must be formalized by written assurances and a copy filed with the state or regional training center responsible for communication, reporting, and professional development.

Teacher leaders and/or site coordinators shall inform the university training center when agreements are made to train teachers from any district outside their established site.

By a specified date a copy of each site's annual report should be filed with the university training center with which that site is affiliated and a one-page abstract sent to the Executive Director of the RRCNA in order to receive recognition of continuing status as an approved Reading Recovery® site. State reports must be filed with the Executive Director of the RRCNA if there is a university training center in that state.

Guideline Concerning Maintenance of Certification:

Reading Recovery trainers, teacher leaders and teachers maintain their certification by actively engaging in the roles and responsibilities of those positions and participating in professional development activities as spelled out in the Guidelines and Standards document of the RRCNA. Certification will be considered lapsed if a person does not, for a period of more than one year, serve in the Reading Recovery role for which they were trained and participate in required Reading Recovery professional development activities.

A person whose certification has lapsed may obtain re-certification by successfully completing an appropriate plan of professional development developed by the training center or site.

Work of the Committee

The Guidelines and Standards Committee is working towards a re-publication of the Guidelines and Standards document that will: (1) explain the processes of **continued on next page**

RRCNA Committee UPDATES Continued

developing and amending the guidelines and of requesting exemptions; (2) incorporate DLL (Descubriendo La Lectura) into the document; (3) add further guidelines and clarification to the section on Reading Recovery sites; (4) work with the Trainer Committee to develop written rationales for key guidelines and to further specify guidelines for professional development for Teacher Leaders and Trainers.

The projected time table for this work includes: (1) discussion with Trainers in April 1997, (2) discussions with Teacher Leaders, June 1997; (3) completion and revision of a first draft by June 1997, and (4) continued discussions with Trainers, Teachers, and Site Coordinators during the fall of 1997, (5) amendment of the draft, January 1998, and (6) presentation of the document to the RRCNA Board of Directors, February 1998.

Changes at the National Data Evaluation Center

It is with regret that we announce the departure of two staff members who have developed the NDEC into an efficient and respected data management and reporting service for Reading Recovery participants.

Joe Groom, who directed the NDEC for the past six years, left in February to take a position in the private sector. Joe's assistant, Tricia Osborne, resigned in early March to devote full time to completing her Master's degree. Our sincere thanks to both for their years of dedicated service, and best wishes in their new pursuits.

Replacing Joe as Director of the NDEC is Jim James. Jim comes to us from the Oregon Department of Education where he spent 5 years engaged in program evaluation, policy analysis and student assessment. Prior to that, he was head of Research and Evaluation for the Seattle (WA) public schools. Jim looks forward to many challenges in continuing the quality service to Reading Recovery established by his predecessors, and to expanding the research and evaluation information base available for the program.

THE ADVOCACY CORNER

Scott Himelstein, Government Relations Consultant RRCNA

The best definitions of Politics I ever read was written by of all people, Grocho Marx. He said, "Politics is the art of looking for trouble, finding it everywhere, assigning blame incorrectly and applying the wrong remedies." This definition can be applied to the recent attacks on Reading Recovery by interest groups, journalists and legislators in California and the nation. Over the past two years the effectiveness, cost and integrity of Reading Recovery has been questioned. Make no mistake, the public, politicians and the press have every right to question the effectiveness of Reading Recovery in their schools. However, we must insist that Reading Recovery be judged on the basis of results, not philosophies.

Some of those who are challenging Reading Recovery are doing so while pushing an agenda of their own. These individuals and groups think their reading programs, ideas and products are best for children and are working hard to prove their points.

In 1996, legislation was proposed in California that would prohibit local school districts from using state or federal dollars for Reading Recovery. Fortunately, the legislation was defeated; however, a subsequent request was made to the California Auditor General for an investigative audit of Reading Recovery. This, too, was defeated by the Legislature, but not without much work by Reading Recovery advocates. Reading Recovery has begun to experience similar challenges in other states. On the federal level, Reading Recovery is the subject of misinformation to members of Congress.

By necessity, Reading Recovery advocates have now begun to make their views known to their representatives and the public. Accurate information is being provided to decision makers as to the effectiveness of Reading Recovery. Under the Direction of Jean Bussell and the RRCNA Board, I will be assisting those interested in communicating the impact of Reading Recovery in local districts to legislative bodies. We will be holding regional seminars on grassroots advocacy, overviews of the legislative process, and how to find the present research. Future issues of this column will outline strategies for use by Reading Recovery practitioners to advocate in their own communities.

As the Government Relations Consultant to RRCNA, I urge all of you to keep in touch with your school boards, state and federal representatives. Bring them to your sites and share your results. Let them know what an impact Reading Recovery has made in their schools. As we continue to involve others in our programs, we help insure the growth and success of Reading Recovery.

Update of Reading Recovery in Canada

Irene Huggins, Trainer/Coordinator

The Reading Recovery program was first implemented in Canada in 1988. It began with the first training class for Reading Recovery teacher in Scarborough, Ontario, and has expanded to include centers for the training of Reading Recovery teachers in eight provinces and the two institutes for the training of Teacher Leaders.

The Reading Recovery program has been successfully implemented in five countries around the world. At each expansion, the challenge has been to maintain the original design of the program and to adapt it to fit the needs of the local education system. The challenge has been the same in Canada. Fortunately, colleagues who have successfully met this challenge in other countries have provided on-going support and guidance to the Canadian implementation of the program.

An important aspect of the implementation plan in Canada includes providing on-going professional support for Reading Recovery Teacher Leaders. Reading Recovery Teacher Leaders in Canada participated in the Teacher Leader Professional Development Forum held in Toronto in January, 1997. Teacher Leaders had the opportunity to observe teaching sessions, tutoring sessions and participate in a school visit with a group of colleagues. After four days of intense professional development sessions, the Teacher Leaders reported that they appreciated the quality of the opportunities presented.

Another important aspect of the implementation plan in Canada is the monitoring of the outcomes of students included in the program.

In 1996, the Board of Governors of the Canadian Institute of Reading Recovery hired two researchers to create a national Reading Recovery database. Information was obtained from schools implementing the Reading Recovery program in June, 1996. This information described the Canadian Reading Recovery implementation and documented the growth of the program nationally and provincially.

In 1995-96, the Reading Recovery program was offered to children in 444schools in seven provinces by 496 Reading Recovery teachers.

In 1995-96, the Reading Recovery program was offered to children in 444 schools in seven provinces in Canada by 496 Reading Recovery teachers. The outcomes for 2,495 Reading Recovery students included in the program were known by June 1996. Nearly seventy percent (70%) of the children (1,715) successfully completed the program during the 1995-96 school year.

Children enter the program at different times during the year. As one child has completed the program, another child begins. This may mean that at the end of the year, there will be some children who have just entered the program and are not yet ready to discontinue the program. The decision has been made in the Canadian implementation of the program that these children will be "carried over" to the next school year to have their programs completed. In 1995-96, there were 649 children who had their programs completed in the 1996-97 school year. The outcomes for these "carried over" children will be reported with the 1996-97 data.

The expansion in Canada in 1996-97 will be great. There are twenty-seven new Training Sites for Reading Recovery teachers in Canada.

The next project that will be undertaken by the Canadian Institute of Reading Recovery is the development of the Observation Survey in French. A development team is being assembled to work with Marie Clay on this project.

REGISTER NOW: North American Leadership Academy

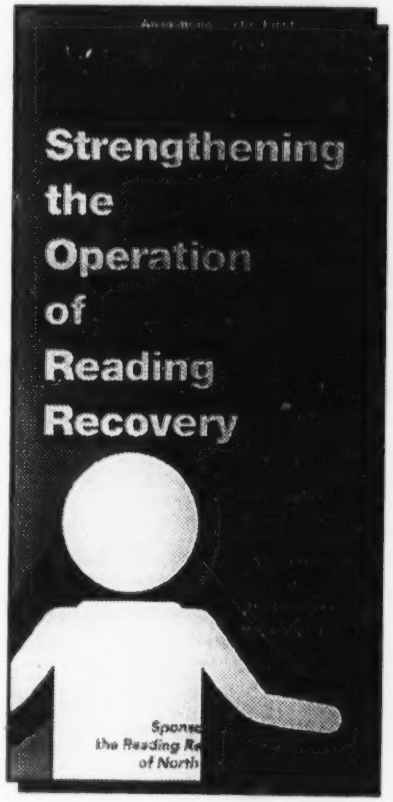
Registration materials for the North American Leadership Academy have been mailed to all Council members. The Academy's theme is "Strengthening the Operation of Reading Recovery." Focus is on implementation and research as well as funding and advocacy for Reading Recovery. The Academy is scheduled for July 30, 1997, through August 2, 1997, in San Diego, California.

The Academy features three addresses by **Marie Clay**. In addition, featured speakers will include **Mary Jean LeTendre**, Director, Compensatory Education Programs, The United States Department of Education; **The Honorable William F. Goodling** (R,PA), Chairman of the United States House of Representatives Committee on Education and the Work Force; **The Honorable Robert L. McGinnis** (D,AR), State Representative, Chairman, Arkansas Reading Recovery Advisory Program; **Scott Himelstein**, President, The William D. Lynch Foundation for Children, San Diego; **Uri Treisman**, Professor and Director of the Dana Foundation for Education, University of Texas at Austin; **Joan Wylie**, Director of the Noyce Foundation, San Francisco; and **Victor Young**, Senior Consultant, Rockefeller Foundation and President of The Learning Communities, Inc., Cleveland.

In addition to these featured speakers, there will be eight breakout sessions which will feature additional governmental and foundation representatives and representatives of Reading Recovery sites which have implemented Reading Recovery with success. Sessions will cover such topics as:

- planning for effective implementation;
- data collection, reporting, monitoring, and follow-up;
- efficiency, effectiveness, and cost benefits;
- building ownership and Reading Recovery as a part of a comprehensive literacy plan;
- grant writing;
- understanding the legislative and public policy making process;
- government funding sources; and
- private (corporate and foundation) funding sources.

Individuals or teams of Reading Recovery site personnel are encouraged to participate in the Academy. A result of the Academy will be a notebook



which the participants can take back to their sites with them to strengthen the implementation of Reading Recovery.

The registration deadline for the Academy is June 1, 1997. Space is limited. Contact the Council at 614/292-7111, if you need registration materials.

Guidelines for Affiliation of Membership Organizations

The Council Board of Directors has adopted a set of guidelines for governing the recognition of entities with special interests related to Reading Recovery at the national level or with more general interests at the local, state, or regional levels. The Council's purpose is to: a) recognize and support affiliate entities; b) authorize the use of the Reading Recovery trademark; and c) maximize membership participation at the local, state, regional, national, and continental levels and in relation to special interests. In all instances the affiliate's activities must be consistent with the Council's program, policies, and actions.

The Guidelines set forth the process through which groups of individuals may apply for affiliate status. The Guidelines further specify the Council's expectations about how the affiliate will operate, what obligations the affiliate will have to the Council, what obligations the Council will have to the affiliate, and how changes in affiliate status may occur. The Guidelines provide for the establishment of operating agreements between the Council and the affiliate. The agreements require that members of the affiliated entity must be members of the Council.

The Guidelines prohibit, under trademark law, any entity not affiliated with the Reading Recovery Council of North America from using the term Reading Recovery, including the term Descubriendo La Lectura (Reading Recovery in Spanish), without the express, written consent of the Reading Recovery Council of North America.

A copy of the complete Guidelines is available to members upon request from the Council office.

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Membership Satisfaction Survey Results

From October to December 1996, the Council included Membership Satisfaction Surveys with the invoice for dues/membership renewal. The results have been compiled informally, and the Council is pleased to report the results.

Generally, the respondents (nearly 300 in number) were highly satisfied with the Council's services. When asked to rank items on a list of publications, membership pin, membership certificate, and network of colleagues, respondents favored the newsletters, the Journal, and the network of colleagues most highly. Of particularly high regard among the publications were *The Running Record* newsletter and the *Literacy, Teaching, and Learning Journal*.

When asked how the Council can address the members needs, members recommended the following services most highly:

1. Continue the current publications and publish them more frequently!
2. Provide information that positions Reading Recovery among other early literacy programs and compares Reading Recovery with those other programs.
3. Provide more research about Reading Recovery.

In response to a question about how the Council can serve the members best, the most frequent response related to providing information which will inform school and district policy makers about the effectiveness of Reading Recovery. Respondents requested information about funding for Reading Recovery from a variety of sources, about cost benefit studies which can be used locally, and about successes of Reading Recovery students. Specifically, respondents asked for such information to be made available to them in a manner which can be used to promote Reading Recovery within the individual school building and district.

Responses to two questions about the perceived role of the Council in helping individual members and in supporting Reading Recovery in North America generally were similar. The responses focused on the Council's role in being an advocate for Reading Recovery at the national level. Suggestions for advocacy included the development of public information materials that would be distributed through an organized public relations plan to promote Reading Recovery and to inform the general public, school board members, and public policy makers about the program's effectiveness. In addition, the respondents frequently suggested an important role for the Council in informing members of Congress about the effectiveness of Reading Recovery and the need for continued availability of federal funding for the program. Similar support for state level efforts also was recommended.

Responses to a final question about other benefits the Council can provide most frequently resulted in responses such as reduced registration fees at Council-sponsored conferences as well as reduced rates for publications. In addition, members suggested book discounts with publishers and a variety of other possible benefits.

This brief summary cannot reflect the diversity and richness of the responses. The Council will be using all the ideas as the Strategic Planning Committee continues its work. Several initiatives reported elsewhere in this newsletter are the direct result of recommendations from the Membership Survey respondents.

The Council thanks all of those members who took time to respond.

A Special Note: The mail opening process separated most of the envelopes from the surveys, so if you requested a specific response on your survey, you may not have received a response since the envelope which identified you was separated from your survey. If you still need a response, please contact the Council's office and we will follow-up immediately.

February 1997 RRCNA Board Highlights

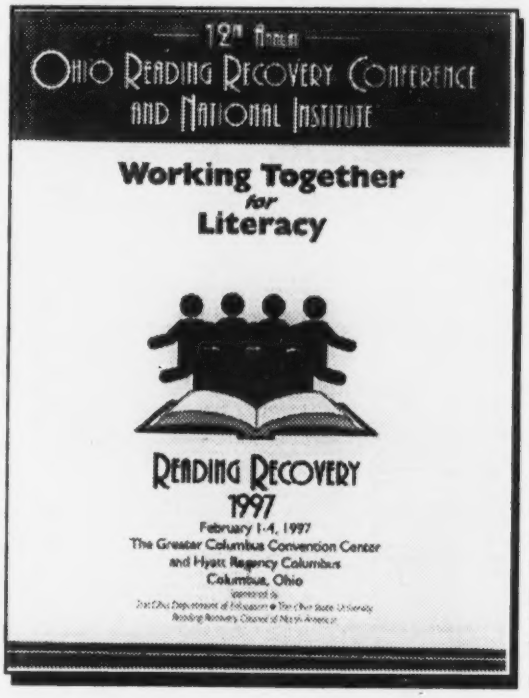
The Board of Directors met for two days following the Ohio Reading Recovery Conference and National Institute in Columbus, OH. Highlights of the meeting include:

- A discussion of federal literacy initiatives and the need for RRCNA to become involved in them. These included the President's Summit for America's Future, America Reads, and the Americorps project.
- The Board voted to issue a statement concerning support for President Clinton's initiative. (See article on Page 6.)
- Adoption of the Board of Director's Handbook regarding decision-making paths and roles and responsibilities in order to refine the procedures of operation for the Board.
- A presentation and discussion of the RRCNA Strategic Plan. (See related article.)
- Committee Reports Highlights:
  - The Membership and Development Committee: Guidelines were adopted that provided for member organizations to be affiliated with the National Council.
  - Guidelines and Standards Committee: Changes to the RRCNA Guidelines and Standards regarding the teaching of children and attendance at continuing contact sessions were approved. (See Guidelines and Standards Committee Report.)
  - Publications and Communications Committee: Proposed contracts for editors of all regular publications were approved.
- The Board also authorized the Executive Committee and the Finance Committee to collaborate with the Executive Director in finalizing the lease or purchase of association management and accounting software and contracts for sponsorship of tours related to the proposed International Reading Recovery Institute in Summer 1998.

Record Numbers Attend Reading Recovery Conference and National Institute

A total of 3800 Reading Recovery teachers, teacher leaders, trainers, site coordinators, classroom teachers, and other early literacy advocates attended the 12th Annual Ohio Reading Recovery Conference and National Institute held in Columbus, Ohio, in early February. The Conference was co-sponsored for the first time by the RRCNA, The Ohio State University, and the Ohio Department of Education.

The Conference had a truly international flavor with attendees coming from nearly every state in the Union, from Canada, and from Department of Defense Dependents' Schools locations from around the world. An early February thaw enabled the attendees to enjoy the location as well as the Conference!



Keynote speakers for the Conference addressed the assemblage in one large exhibit hall. The use of large screens and audiovisual technology made it possible for attendees to be a part of the largest gathering of Reading Recovery personnel ever gathered together in the same room at the same time. The effect was powerful, and the message was clear ... **Reading Recovery is a powerful teaching program. Children can and do learn to read through this early literacy intervention.**

The Conference's theme of "Working Together for Literacy" was reflected throughout the program and in each keynote presenter's remarks. **Billie Askew's** opening address focused on the process of becoming a Reading Recovery teacher and what we learn from our students, our Reading Recovery colleagues, our partners in the classroom, and from our own efforts at reflection about our teaching. **Michael Fullan** described change as a bottom-up and a top-down process in which we all participate together. Change can be embraced for its inevitable nature and for its power to make a difference in people's lives. **Rudine Sims Bishop** connected Reading Recovery and children's literature in a descriptive presentation about the power of learning to read and the difference it makes in a child's life. She identified examples of individuals who were prohibited by law from learning to read and the positive consequences of their learning to read despite the law. **Regie Routman** connected our efforts in the classroom to our efforts on behalf of children in the larger society. She encouraged teachers to share what they know with parents and the general public in order to insure the continued delivery of literature based education in our schools.

These powerful keynote presentations were combined with presentations by twelve featured speakers who assisted attendees in improving their teaching skills in the Reading Recovery lesson and in the classroom, in enhancing their understanding of research and its application to practice and to grassroots advocacy for children, and in increasing our administrative abilities to deliver good first teaching, and early literacy programs in all our schools.

The program included eighty additional concurrent sessions which matched attendees' learning needs to presentations on a wide variety of topics.

Preconference Institutes were held for the first time in conjunction with the Conference. These eight day-long sessions focused on in-depth learning opportunities for attendees in the areas of administrative support, text reading, theoretical and practical approaches to powerful teaching, guided reading, interactive writing, performance-based assessment, family and community involvement in literacy, and Vygotsian theory in practice. Over 1100 people attended these Preconference Institutes.

Finally, over sixty booths of exhibitors provided opportunities for attendees to inspect the latest books and instructional materials, to add resources to their professional development libraries, and to obtain the latest in classroom support materials.

The sponsors wish to thank everyone for their attendance and participation in the Conference. It truly was a unique experience for everyone.

Mark your calendars now and plan to attend the 1998 Conference in Columbus, Ohio: January 31, 1998 - February 3, 1998.

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Strategic Planning

Gay Su Pinnell, Chair, Strategic Planning Committee

The planning process for RRCNA really began when a group of teacher leaders, university trainers, site coordinators, and teachers met in central Texas in the summer of 1993. They created a vision for the future of Reading Recovery and formed a nucleus for the new organization, Reading Recovery Council of North America. Then, the Reading Recovery community began a consensus process.

Three years later, the new organization had taken shape, with nearly 5,000 members, a committee structure, an Executive Director and office. The board of Directors was already seasoned, having steered RRCNA through its first difficult phase of growth and they began to see the need again to look to the future both for RRCNA and for the Reading Recovery program. At a meeting at the Teacher Leader Institute in June, 1996, the Board of Directors discussed strategic planning.

At first, the idea was to have a small, representative committee of people become involved in the process and then report to the Board as a whole. After much discussion, The Board of Directors made an important and unusual decision. Strategic planning was critical for the future of Reading Recovery; they all wanted to be involved. So, the Directors made the commitment to meet in Columbus, Ohio, in July to engage in the planning process. It is important to note here that all Directors of RRCNA pay their own expenses to meetings, so as members we are especially appreciative of their willingness to commit so much time and to travel.

The strategic planning meeting was held at the RRCNA headquarters in Columbus, Ohio. At that time the Board of Directors generated and approved the Council's Mission, Purpose, and Vision statements as well as a set of Goals and Objectives. A number of tasks were generated for each Objective and a Strategic Planning Committee was appointed. Members include Billie Askew, Joetta Beaver, Deborah Dillon, Gerry Haggard, and David Moriarty.

The committee worked by mail and telephone to refine the Goals and Objectives statement and to generate a draft of a Beliefs and Values statement. The Beliefs and Values statement is especially important because this

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Strategic Plan Goals

In addition to the Board's adoption of the Vision, Mission, and Purpose Statements and the Statement of Beliefs and Values, the Board has adopted the following four goals for structuring the five-year Strategic Plan. Within these goals, the Council will set a number of objectives, tasks, and timelines for achievement of the goals.

Governance Goal: To ensure that the Council is structured and managed effectively and efficiently.

Membership Goal: To establish the Council as the viable vehicle for promoting Reading Recovery by the year 2002.

Implementation and Institutionalization Goal: To position Reading Recovery and early literacy as a priority in education.

Research Goal: To support, conduct, and disseminate research on Reading Recovery.

(See related article on the Strategic Planning Process.)

Membership Benefits Update

The Membership Satisfaction Survey (see related article) tells us that the newsletters and the journal are very highly valued by the Council's members. The following information should be helpful to you in anticipating the delivery of these items:

Publication Dates:

Council Connections: March, August, December

Network News: May and November

Running Record: October and April

Literacy, Teaching, and Learning: Fall and Spring

Membership Services:

New Member Benefits Processing: Four to Six Weeks

Renewal Acknowledgment: Four to Six Weeks

Order Fulfillment for Member Purchases: Four to Six Weeks

Remember that writing and editing the newsletters and journal is the work of volunteers with staff support for production and distribution. So if these items are late, it is most likely because of the demand on the volunteers' time in other Reading Recovery responsibilities. Within the continental United States, these items are mailed bulk rate via the United State Postal Service as the most economical means. For items mailed outside the U.S., air mail is used.

We are working to reduce the response time on delivery of Membership Services. The "task" includes review of new computer software which may enable us to streamline the processing, providing additional full-time staffing, and increassing student and volunteer support.

New members' benefits packages include the two most recent applicable newsletters, the membership lapel pin, and the membership certificate.

Finally, for membership renewals, the Council will mail a renewal notice to each member four to six weeks prior to the membership expiration date. Please respond promptly to keep you membership benefits coming wi. out disruption. Renewals are acknowledged by postcard.

If you have questions about the delivery of your benefits, please call the Council at 614/292-7111 or write to Suite 100, 1929 Kenny Road, Columbus OH 43210-1069.

READING RECOVERY COUNCIL OF NORTH AMERICA

VISION

The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

MISSION

The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

PURPOSE

The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

STATEMENT OF BELIEFS AND VALUES

Children and Learning

1. Children, regardless of circumstances, have the right to a quality education that assures they become independent readers and writers early in their school careers.
2. Children deserve the opportunity to hear and to read a wide variety of high quality texts that reflect the diversity of our society.
3. Children have the right to skillfully and successfully use the tools of literacy for a wide range of purposes related to present and future life in our society.
4. Reading Recovery is the right of every child who needs extra help during the first years of schooling to acquire the independent reading and writing skills necessary for further learning.

Teachers and the Educational Context

1. Teachers and children deserve to work in well-managed, well-supplied educational environments and with administrators who support their efforts.
2. Professional development that is research-based, continuous, and high quality is central to achieving literacy success for all children.
3. Training and professional development are ongoing processes that are the basis for successful implementation of the Reading Recovery program for children.

The Reading Recovery Council of North America and Its Network

1. In order to support the goal of literacy for all children, the membership of the Council shall be open to all interested individuals.
2. Membership diversity is a strength that shall be reflected in all of the Council's governing structures, policies, and actions.
3. The actions of the Council shall be directed toward achieving the Council's vision, mission, and purpose with quality and integrity.
4. Collaboration among Council members and with others is essential for the achievement of the Council's vision, mission, and purpose.
5. Service to all members through communication, professional development, and research is a high priority in all actions of the Council.

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statement represents what RRCNA stands for. Every action of the Council must be evaluated against this statement of the core beliefs and values to be sure that actions and values fit together On the third draft, the committee asked for feedback from the North American Reading Recovery Trainers Group, and the document was again revised.

At its February meeting, the Board of Directors approved the statement of Beliefs and Values as well as the statement of Goals and Objectives. The committee then began to work on the tasks. Via a questionnaire, Directors rated the tasks as to appropriateness and priority.

The Committee then reconsidered the tasks and produced another document that categorized tasks by function, as indicated below:

- Membership—Development and Expansion; Management, Services & Benefits;
- Publications
- Development of the Profession
- University Training Site Development and Support
- Research
- Communication with the Public
- Groups and Organizations—Collaboration and Agreements
- Organizational Operations—Board Operations; Internal Operations
- Trademark and Licensure—Sites and Individuals
- Funding and Resources
- Technology

We now have a strategic plan for the Board of Directors to consider. The plan includes specific tasks (keyed to Goals) priority rating, roles of the RRCNA staff, Committees responsible, and possible first steps. Many of the tasks have already been accomplished because while the planning process continued, RRCNA staff were working hard on the board-approved tasks; others have been initiated and are well underway. Still others are planned for 1998 and 1999.

The plan represents a large body of important work to be accomplished by the many people who are members of RRCNA. Every board committee will be working on aspects of this plan, which is designed to take us into the future for Reading Recovery.

Following approval, each RRCNA committee will consider the plan to incorporate ideas that committees have worked on and to come up with specific timelines related to the accomplishments of all tasks. The detailed action plans will provide a road map for accomplishing tasks over the next few years and the final strategic plan will be delivered to the Board of Directors.

It is important to think about how the strategic plan is different from simple decisions to undertake tasks and accomplish them. A strategic plan emerges from the agreed-on values and goals of an organization. Everything must work together to accomplish those goals and must be consistent with values. A strategic plan takes a long view. It is important to think about what must happen tomorrow (such as having a conference or meeting) but it is also essential to think several years ahead. For example:

- What will Reading Recovery need in two or three years when the group of teachers is much bigger?

continued on next page

Book Corner

Good Books, Good Times!

Constance A. Compton, Trainer
Texas Women's University

This column reviews new children's books and explains ways that teachers and children are enjoying these titles in their classrooms. To recommend a title for review or to submit a review, write to Dr. Constance A. Compton, Reading Recovery, Texas Woman's University, P.O. Box 23029, Denton, Texas 76201-1029

JELLY BEANS FOR SALE
by Bruce McMillan

From the time a child first lays eyes on Bruce McMillan's *Jelly Beans For Sale*, s/he is deliciously drawn into a jellybean marketplace of childhood. In this story the storekeepers are children, the coins are pennies, nickels, dimes, and quarters or combinations thereof -- no dollar bills allowed -- and there's an abundance of satisfied customers reveling in their purchases. We all remember pictures in books from childhood. A likely scenario will be a child reminiscing, "I learned to count and learned about money from the jelly bean book."

The vibrant photographs throughout the book coexist happily with text, offering high support for the written message. Concepts are explained in clear, simple language. Sentences are completed on one page with the adjacent page showing a photograph capturing text meaning. The dust jacket helps draw the child into the book, and the bright blue end pages also set a joyful tone. As usual, McMillan's photography is outstanding. The sheer fun he must have had in creating this book comes across loud and clear.

What better way for a child to learn to count, learn the value of money and the fun of buying and selling than in a world where jelly beans are the order of the day. Teachers, look in the back of the book and get started! There's an offering for free jelly bean kits for the classroom, a history of jelly beans, plus little known facts about jelly beans. Did you know, for instance, that jelly beans orbited earth in 1983 aboard the space shuttle Challenger? This is a beautifully done teaching tool what will provide a highly enjoyable experience for all.

Submitted by Jean Hill, Graduate Student, Texas Woman's University.

State News:

News from the states is a regular feature of this newsletter.
Please submit items of interest from your state to the editor in care of the Council.

FIRST LADY ADVOCATES LITERACY AS THE KEY TO THE FUTURE

By Anne Allen, Reading Recovery Trainer, University of Arkansas at Little Rock

First Lady Hillary Rodham Clinton was at home in Little Rock recently doing one of the jobs for which she is best-known–talking about education as a way to improve the lives of children.

Clinton was the luncheon speaker at a conference on Early Literacy and Arkansas' Reading Recovery Program. "If children can't read, they can't be expected to be successful in this extraordinary information age that we are a part of," she told 500 elementary school and college-level educators at the literacy conference.

"Reading is such a magic experience," Clinton said. "For some of our youngsters it comes very easily, and for others it is a terrible ordeal. Sometimes we don't know the real reasons why a child will or will not read. It takes such patience to get to the root of it."

Clinton told the audience that she and the President will be convening a conference of educators and scientists who will be taking information from neuroscience about how a child's brain develops and put it to work in the home, in the community and in the school. "I'm hoping that this will assist all of you on the front lines of early literacy to make the case that those activities in the first years of life lay the groundwork for reading and to persuade parents that reading is a good investment of their time."

The First Lady expressed gratitude to the University of Arkansas at Little Rock for providing ongoing updates of the progress and expansion of the Reading Recovery and Early Literacy programs in Arkansas. In 1988, as First Lady of Arkansas, Mrs. Clinton was instrumental in the convening of the first advisory committee of state educators, representatives of institutions of higher education and philanthropic foundations, and business and government leaders to plan the implementation of Reading Recovery in Arkansas.

The literacy conference was jointly sponsored by the University of Arkansas at Little Rock, the Arkansas Association of Educational Administrators, the Arkansas Department of Education and the Winthrop Rockefeller Foundation.

Conferences

Congratulations to the following states for their assistance in recruiting new members to the Council and renewing current members:

- Southern Reading Recovery Conference - 53
- Michigan Reading Recovery Conference - 51
- Ohio Reading Recovery Conference and National Institute - 664 (Includes new and renewal members at time of registration)
- Illinois Reading Recovery Conference - 32
- West Coast Reading Recovery and Descubriendo La Lectura Institute - 235

The Council thanks the volunteers who helped recruit new members and membership renewals at each of these Conferences.

Web Sites

Several states and organizations have created Web Sites and Chat Groups for Reading Recovery. Be patient; the RRCNA will be doing this soon, too. Here is a list of currently known sites. Notify the Council of other sites not listed.

Pennsylvania: A discussion group for concerns, challenges, and celebrations; to subscribe, e-mail to JMBUFA@wharf.ship.edu.

General Reading Recovery Group: E-mail majordomo@gsn.org. On the first line of your e-mail, write only this message: subscribe readrecov (your Internet address). Do not include the parentheses in your address.

Reading Recovery in California: Up to date news, overview, and contact information. http://www.amihome.com/rrca.

Reading Recovery from California State University: View California Reading Recovery Annual Report, important research statistics, and contact information. http://www.dcache.net/readrecover.

Reading Recovery Education Research Consumer Guide: Reading Recovery - What is it? General Description. http://inet.ed.gov/pubs/OR/ConsumerGuides/readrec.html.

Reading Recovery from the San Diego County Office of Education: Program Description and teacher leader contact information: http://www.sdcoe.k12.ca.us/iss/reading.html.

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- What research do we need to begin now to answer the questions of tomorrow?
- How can we begin now to replace Reading Recovery professionals who may be retiring?
- How can we plan for the kind of professional development will be needed five years from now?
- How can the technology of the future contribute to professional development in Reading Recovery?

All of those questions require time, study, and action. The strategic plan must provide direction for a large group of people to come together, all contributing.

This article may make it sound as though the strategic plan is completed and, once approved by the Directors, will be in place. That is really not the case because planning is ongoing. No one can prepare for everything that might happen as time goes by. New tasks and goals will arise and must be incorporated into the strategic plan. Actions and new goals must be evaluated in terms of the organization's beliefs and values. The strategic plan, in fact, is a dynamic document that is continually revised. Most important, the plan is not a document that stands alone. It represents the thoughts and work of people who are committed to the purposes and mission of RRCNA -- to ensure access to Reading Recovery for every child who needs its support.

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Reading Recovery Council of North America Publications and Products

February 1, 1997

Best of The Running Record (RR1): A spiral bound compilation of articles from the Running Record Newsletter for Reading Recovery teachers. Articles selected for their applicability for Reading Recovery teachers. Selected articles from 1989 to 1994 newsletters. (Members $6.00; Non-Members $8.00)

Executive Summary 1984-1996 (ES96): Annual report of Reading Recovery of North America. Organized to answer questions such as "What is Reading Recovery?", "Does Reading Recovery Work?", and "How Is Reading Recovery Implemented?" Special sections on the Reading Recovery Council of North America, the Canadian Institute of Reading Recovery, and Descubriendo La Lectura. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

Annotated Bibliography (ANN): A compilation of biographical references for Reading Recovery. Available in Autumn 1997.

Research in Reading Recovery: A new publication by Heinemann which includes the original Reading Recovery research articles from the first three issues of the RRCNA professional journal *Literacy, Teaching, and Learning*. Available only from Heinemann with royalties benefiting the RRCNA.

Reading Recovery: A Review of Research (ER23): A publication by Gay Su Pinnell which describes and analyzes available research in Reading Recovery. Includes a complete bibliography. (Members $5.00; Non-Members $8.00)

Site Coordinators Handbook (SCH): A "must have" for Reading Recovery site coordinators. Contains descriptions of Reading Recovery, the site coordinators' role, time lines and issues for teacher leader training year, responsibilities and characteristics of teacher training sites, definition and calculation of full implementation, developing consortia, research and evaluation responsibilities, and references and related readings. Over 100 pages in length and presented in a three-ring binder with dividers and room for expansion. (Members $25.00; Non-Members $35.00)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): Specifically designed for schools which are developing new approaches to Title I funding and programming. Highlights ways to provide for Reading Recovery programs under new Title I regulations. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

International Reading Recovery Directory (DR97): Alphabetical and geographical listings of addresses, phone numbers, fax numbers, and e-mail addresses for Reading Recovery teacher leaders, tutors, site coordinators, and trainers in North America, Australia, Great Britain, and New Zealand. (Members $20.00; Non-Members $30.00)

Descubriendo La Lectura Booklist (DLL): Spiral-bound, sixty-page document with books organized in separate sections by title, by level, and by publisher. Published in collaboration with the Descubriendo La Lectura National Collaborative. (Members $10.00; Non-Members $15.00)

Reading Recovery Book List (BL97): Provides the titles, levels, publishers, and some word counts for books that have been leveled for use in Reading Recovery. Revised in January 1997, the Book List is a printed list including all titles selected for use in Reading Recovery, sorted by title, level, and publisher. New titles are designated by asterisk. Available only to trained Reading Recovery educators as a single copyrighted list or as a master with permission to duplicate. (BL97S: Single copy: Members $20.00; Non-Members $25.00; BL97M: Single copy: Members $100.00 includes permission to duplicate; Non-Members $125.00 includes permission to duplicate)

RRCNA Promotional Items:

Coffee Mugs (MUG): Navy blue ceramic with white RRCNA logo or white with navy logo. (Members $5.00; Non-Members $6.00)
Totebags (TOTE): Red or Green with black RRCNA logo. (Members $12.00; Non-Members $15.00)
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Join your colleagues throughout North America in **the** professional association for Reading Recovery. **Reading Recovery Council of North America** provides Reading Recovery educators with expanded opportunities for leadership, professional development, and advocacy for Reading Recovery.

Benefits of membership in RRCNA include:

* A network of colleagues throughout the Continent.
* A one-year subscription to RRCNA newsletters
  - *Council Connections* (3 issues)
  - *The Running Record* or *Network News* (2 issues each)
* A one-year subscription to *Literacy, Teaching and Learning*, (2 issues) RRCNA's professional journal for early literacy educators.
* Special member rates on RRCNA publications.
* Voted representation on the RRCNA Board of Directors.
* A lapel pin and membership certificate for new members.

READING RECOVERY® COUNCIL OF NORTH AMERICA

Use this form to join or renew your membership. Copy to your colleagues and ask them to join, too.

Name _____ _____ Employer _____

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I received my Reading Recovery training at _____ during 19 _____

Please check the appropriate items: I am: ____ renewing my membership ____ a new member

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I would like a: ____ $40 U.S. one-year membership ___ $100 U.S. one-year supporting membership (Provides development funds)

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READING RECOVERY® COUNCIL OF NORTH AMERICA

Council Connections

Summer 1997
Volume 3 • No. 1

A Newsletter of the Reading Recovery Council of North America

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The *Council Connections* newsletter is published by Reading Recovery Council of North America.

President's Message

Joetta M. Beaver

I consider it an honor to serve as the third president of the Reading Recovery Council of North America, humbly following in the steps of Gay Su Pinnell and Carol Lyons. The Board of Directors and I are committed to our mission of ensuring access to Reading Recovery for every child who needs its support in North America. It is truly a worthy mission and a possible one. There may be challenges ahead but together we can begin to solve and/or resolve the issues that surface as we move toward the fulfillment of our mission.

Even though there may be challenges ahead of us corporately and individually, there is much to celebrate! An ever-increasing number of Reading Recovery teachers, teacher leaders, and trainers continue to work one-on-one with children who are at risk in learning to read and write. In a day and age when resources are tight and costs are rising, administrators, site coordinators, and teachers in over 3,000 school districts (9,000+ schools) are committed to serving their at-risk first graders on an individual basis. The lowest first graders' strengths and needs are assessed, addressed, and met individually. Thousands of Reading Recovery teachers design programs which are tailored to

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Past President's Message

Carol A. Lyons

Over the past year I have written to you about the growth and achievements of the Reading Recovery Council of North America (RRCNA), and many of you have responded positively. Our goal is simple: to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to ensure access to Reading Recovery for every child who needs its support.

As the outgoing President of RRCNA, it is now time to reflect on the past year and ask … How is our two year old organization doing? The answer: We are off to a strong start! In the following paragraphs, I will discuss six Board actions that occurred during the past twelve months that will enable us to advance RRCNA's influence as North America's most prominent organization dedicated to ensuring that children will be proficient readers and writers by the end of first grade.

At its 1996 June meeting, the Board of Directors decided that in order to meet the needs of the thousands of Reading Recovery students and professionals that our organization serves, the Board members would attend a strategic planning meeting in July 1996 and develop a plan of action to chart the future of RRCNA. (Action #1)

At the July strategic planning meeting, Board members engaged in a comprehensive self-examination that resulted in the formulation and approval of the vision, mission, and purpose statements of our organization. (Action #2) Additionally, the Board generated a set of goals and

continued on next page

President's Message (continued)

the individual, teach optimistically, and serve as advocates for each child they touch. One by one children discontinue from the program prepared to benefit from on-going classroom instruction or are successfully referred for longer term support. At the local, state, and province levels, it is essential that Reading Recovery professionals continue working toward full implementation, and sustain the program's integrity by serving the lowest students, making the teaching of students our highest priority, and aiming to have no incomplete programs.

The RRCNA, formed in 1993 to support Reading Recovery in North America, is beginning its fourth year as a "not for profit" professional organization and presently consists of approximately 7000 members. The organization is still young but thanks to the efforts of Jean Bussell, Executive Director, and Julie Reeves, Program Coordinator, the Council continues to improve in orchestrating all that needs to be done to better serve each of its constituent groups and delivering member benefits in a timely manner. In conjunction with the trainers, the Council continues to provide professional development opportunities for its members. This past year for the first time RRCNA offered preconference institutes for Reading Recovery teachers and teacher leaders, classroom teachers, and administrators, sponsored a national conference in collaboration with The Ohio State University and the Ohio Department of Education, co-sponsored a seminar on the social construction of knowledge for trainers and teacher leaders with Oakland University and the Michigan Reading Recovery Council, and conducted the first North American Leadership Academy in San Diego. The editors and contributors have done an outstanding job in producing high quality, informative publications. We acknowledge and appreciate the time, effort, and commitment of Judith Neal (*The Running Record*), Janet Bufalino (*The Council Connections*), Maribeth Schmitt (*The Network News*), and Adria Klein and Stanley Swartz (*Literacy, Teaching and Learning*) and their staffs. As we move into the new year, implementing our strategic plan effectively and efficiently remains a high priority. The approved tasks of the strategic plan are comprehensive and include maintaining and expanding our membership base and members' involvement; supporting, conducting, and disseminating research on Reading Recovery; effectively serving our members through our publications and professional development opportunities; and supporting our members in meeting implementation goals, solving common problems, and discerning, learning from, and responding to our critics.

I am excited about the coming year. There are more "for the first time experiences" on the horizon. We are planning for all program committees to meet on Tuesday, February 3, 1998, at the close of Reading Recovery Conference and National Institute in Columbus, Ohio. This will enable committee members to meet face to face and to review past reports and efforts, evaluate progress, and plan for future work. A Development Committee, newly formed and approved at the last Board meeting, will begin to develop ways of forming liaisons with business, government, and foundations to secure support and funding for RRCNA and related projects which help realize our vision and mission. The Board is hoping also to have a membership gathering at each of the Reading Recovery Conferences. Representatives

continued on next page

Past President's Message (continued)

objectives and established a strategic planning committee to develop a course of action to guide our future. (Action #3)

At its February 1997 meeting, the RRCNA Board of Directors approved the statement of beliefs and values and adopted the statement of goals and objectives of the RRCNA's Strategic Plan. (Action #4)

In June 1997, the Board of Directors prioritized and approved tasks aligned to the goals, objectives, beliefs, and values of the Strategic Plan and assigned them to RRCNA Standing Committees. (Action #5)

The Board also approved the creation of the Reading Recovery Service to Children and Literacy Award. (Action #6) The recipients of this award will be nationally known individuals or organizations that have openly demonstrated commitment to literacy and/or literacy and children. The past and current Presidents of RRCNA will select the recipient. The award will be presented at the RRCNA National Conference held in Columbus, Ohio.

Although these six Board actions are critical to our future, the actions could not have been taken without the strong working committees of our organization. The practical work of RRCNA is structured in eight Program Standing Committees: Descubriendo La Lectura, Development, Membership, Training Advisory, Research, Publications and Communications, Implementation, Guidelines and Standards, plus the Canadian Institute of Reading Recovery. These Committees afford opportunity for full participation to all members of RRCNA. Each Committee is charged with specific tasks to meet the vision, mission, and purpose of RRCNA. Committee reports are discussed in detail by the Board of Directors at each Board meeting. Each Committee is constantly rethinking its charge and revising as needed. One example: Even though we have a successful national data collection, evaluation, and reporting system, the Implementation and Research Committees are now developing a new scan form and data collection system to respond to frequently asked questions from critics in the field.

Thus the Board of Directors and members of RRCNA Standing Committees envision the kind of organization RRCNA intends to be as we approach the millennium. It is my hope that our goals are not simply to preserve what we have accomplished so far, but to invest more deeply in our strengths, to address vigorously our areas of weakness, and to inspire new literacy initiatives for primary children and Reading Recovery implementations across North America.

I am proud to have served as the second President of RRCNA: an organization committed to upholding the integrity of Reading Recovery in North America.

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from the Board of Directors and various committee chairs will share brief updates and listen to what you have to say. Please plan to attend and share your successes, your concerns, and suggestions with us. We truly want to hear from you.

We are seeking individuals who will serve as state representatives and work with the membership chair in recruiting and supporting members within their state. If you would like to serve as your state representative, please complete the form on page nine and return to Jean Bussell.

In closing, I encourage each of you to get one colleague, friend, or relative to join RRCNA. As our resources increase through a growing membership, the Board can more aggressively move forward with the strategic plan and work toward the fulfillment of our mission.

Thanks for your continued support. I look forward to our working together in this coming year.

Executive Director's Message

Jean F. Bussell

As the new Council year begins (July 1) and as new leadership takes on its responsibilities for the Reading Recovery Council of North America, I am grateful for the many opportunities I have had over the past year to work with outstanding and dedicated volunteers to promote access to Reading Recovery for children who need its support to learn to read and write. You are an incredible group of individuals - professional, creative, energetic, committed, and constantly inspiring to the Council's staff who work daily to support your efforts on behalf of children.

Recently Joetta Beaver and I spent a day in a seminar for association board presidents and chief staff officers. The day was filled with extraordinary ideas for service to members and management of organizational board and committee structures. Joetta and I will be sharing many ideas with the Board and Committees over the next year.

Most significant to me, however, was an "umbrella" concept that I hope will permeate my thinking and the Council's delivery of our services to members. The concept is "the experience." In other words, how each member "experiences" the Council.

Perhaps a non-Council example will help me explain what this concept means to me. Recently my family went out to dinner at a new restaurant. The hostess was very friendly to customers she appeared to know, but was not very accommodating to us and our need for a table for four despite the fact that there were several possibilities available and no one else in line. After a few minutes of rudeness from the hostess, I finally told her that we could go elsewhere for dinner if she could not accommodate us. (This is very unusual behavior for me - I usually am not so aggressive!). The hostess finally "allowed" us to sit at two tables for two side by side. From that point on our service was impeccable, the food was excellent, and we enjoyed ourselves immensely. BUT, will we ever go back to the restaurant? I doubt it.

The point is that as Executive Director, I want you to be able to avoid the rude hostess and jump right into the good food, friendship, and service of the Reading Recovery Council of North America. Over the past eighteen months we have worked to develop our membership services system, our Board and Committee structure, our merchandise and order processing functions, and many other association services. This summer we are installing the long-awaited new computer software for managing our membership and accounting services. This will help us track all memberships and services related to those memberships very efficiently. We have made several internal staff changes which have enhanced the professionalism and dedication of our personnel. And we have ended our second fiscal year in the black!

We want your experience with us to be positive, smooth, efficient, and to meet and anticipate your needs. We are dedicated to that end. The strength of our membership is the strength we can bring to advocating and serving Reading Recovery in North America. We thank you for your commitment and membership and urge you to continue to support the RRCNA.

This issue contains a "Member Suggestion Form." Please complete it and return it so that we can attempt to incorporate your ideas for the Council into our daily operation. Experience the Council! Thanks!

Third International Reading Recovery Conference

July 5, 6, 7, 1998 Teachers/Teacher Leaders/Trainers

Save These Dates
Plan Ahead

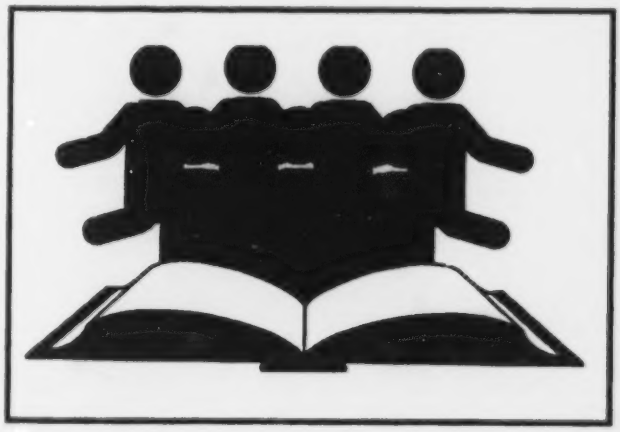
July 8, 1998 -- Free Day
July 9, 10, 1998 -- Trainers
Exact location, theme and tours to be announced at a later date.

Cairns, Australia

Deadline
for next
***Council Connections* article**
submissions is October 15, 1997!
Deadline

1998 Reading Recovery Conference and National Institute

Mark your calendar now! Watch for registration materials in the mail! The 1998 Reading Recovery Conference and National Institute is scheduled in Columbus, Ohio, at the Greater Columbus Convention Center and Hyatt Regency on January 31, 1998 through February 3, 1998. As in 1997, the Conference is being co-sponsored by the Reading Recovery Council of North America, The Ohio State University, and the Ohio Department of Education.



Keynote speakers for the conference are **Margaret Mooney**, Author of *Reading to, with, and by Children* and numerous other books; **Gay Su Pinnell**, Reading Recovery Trainer at The Ohio State University and author of many books and articles; **David Rose**, Professor at Harvard University and author of *Wiggleworks: The Scholastic Beginning Literacy System*; and **Dorothy Strickland**, Professor at Rutgers University and author of *Language, Literacy and the Child.*

In addition, featured speakers will be **Jane Ashdown**, Reading Recovery Trainer at New York University; **Joetta Beaver**, Teacher Leader in Upper Arlington, Ohio; **Diane DeFord**, Reading Recovery Trainer at The Ohio State University; **Mary Anne Doyle**, Reading Recovery Trainer at University of Connecticut; **Rose Mary Estice**, Clinical Trainer at The Ohio State University; **Irene Fountas**, Reading Recovery Trainers at Lesley College; **Mary Fried**, Clinical Trainer at The Ohio State University; **Clifford Johnson**, Reading Recovery Trainer at Georgia State University; **Carol Lyons**, Reading Recovery Trainer at The Ohio State University; **Jan Richardson**, Teacher Leader at Prince Georges County, Maryland; and **Sue Van Huerck**, Teacher Leader in Victoria, Australia.

The Council will offer TEN PRE-CONFERENCE INSTITUTES on Saturday, January 31, 1998. Topics will include a comprehensive "sift and sort" session coordinated by Mary Fried; a study of making and breaking, looking at print, and taking words apart, coordinated by Maribeth Schmitt; an exploration of roaming around the known and early lessons in learning to look at print, coordinated by Rose Mary Estice; an indepth study of the running record, coordinated by Mary Ann McBride; a focused session on fluency and phrasing, coordinated by Joetta Beaver; book orientations, coordinated by Linda Scott; guided reading by Irene Fountas and Gay Su Pinnell; an exploration of administrators' issues utilizing the Council's Site Coordinators Handbook, coordinated by Douglass Kammerer; a session on the Council's participation in the Presidents' Summit for volunteers and guidelines for volunteer programs, coordinated by Mary Merrill; and an advocacy program "Reading Recovery Outside the Classroom: Grassroots Advocacy," coordinated by Scott Himelstein.

As in 1997, there will be a discount to the registration fee for members of the Reading Recovery Council of North America.

Registration materials will be mailed by August 25, 1997. For more information, call First Class Conferences at 614/846-7932.

1998 Membership Meeting Is Scheduled

The 1998 Membership Meeting of the Reading Recovery Council of North America is scheduled for Tuesday morning, February 3, 1998, at 7:15 AM (Continental Breakfast) at the Greater Columbus Convention Center in Columbus, Ohio. The meeting will be held in conjunction with the Reading Recovery Conference and National Institute. President Joetta Beaver and Council Standing Committee Chairpersons and staff will brief the members on various Council programs. Members will have an opportunity to participate in discussions and raise issues for consideration by the Board.

In addition, the Council hopes to convene "gatherings" for Council members at many of the Reading Recovery conference held throughout the year. Check the program at any conference you attend to see if such a "gathering" is being convened by Board and Committee chairpersons attending the conference.

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Teacher Leader Awards

Each year Reading Recovery Teacher Leaders select individuals to receive the Teacher Leader Award at the Teacher Leader Institutes. The award is given to individuals who currently are not serving as Reading Recovery teachers or teacher leaders who have made significant contributions to Reading Recovery implementation beyond their local level. The public recognition of such friends is intended to help encourage broad support from a wide constituency. The 1997 Teacher Leader Awards were presented to two individuals whose work has affected the lives of thousands of children.

The Department of Defense operates a kindergarten through 12th grade school system that educates 90,000 children of American military and civilian personnel assigned overseas by the U. S. government. **Jim Eckel** is DoDDS Systemwide Reading Coordinator at the headquarters office in Arlington, Virginia. As Systemwide Reading Coordinator, Jim serves as the program advisor for the educational program area of reading instruction. His responsibility is to plan and coordinate the implementation of an effective program of reading instruction throughout the system.

Jim joined the DoDDS in 1969. He became interested in the Reading Recovery Program in the 1980's. He convinced DoDDS officials of Reading Recovery's value and of the value of establishing a solid support system with Dr. Carol Lyons and the staff at The Ohio State University. DoDDS started in 1992 by sending four teachers to Ohio State to be trained as teacher leaders. This led to the establishment of teacher training sites in Germany, England, and Okinawa, Japan. Over 125 teachers have been trained at these sites.

Currently, Reading Recovery is fully implemented in 43 schools throughout DoDDS where approximately 800 at-risk first grade students are served each year. Jim states that implementing Reading Recovery has been one of the more difficult challenges he has encountered by far, but without question, the most rewarding. Watching what happens to struggling first graders and working with Reading Recovery teachers and teacher leaders has been a truly rewarding experience.

David Moriarty earned a doctorate degree in curriculum and instruction from Boston University. He currently serves as Director of Language Arts K-12 and Director of Reading K-12 for the Medford Public Schools in Medford, Massachusetts.

As Reading Recovery Site Coordinator and President of the Massachusetts Reading Recovery Task Force, David's contributions have been wide ranging. He has been the driving force behind the successful quest for state funding which resulted in the first early intervention amendment in Massachusetts.

Provided through the Massachusetts House of Representatives and Senate, this $500,000 grant supported the training of nearly 100 Reading Recovery teachers throughout the state. This legislation happened only after countless hours of lobbying on David's part - which included visits and discussion with legislators, as well as an unprecedented letter writing campaign with thousands of letters being written by parents, teachers, Reading Recovery educators, administrators, and community leaders.

On a national level, David responded to critics of Reading Recovery with his editorial article in *Education Week*, providing a strong response on behalf of the Reading Recovery network. He was elected Partner Representative to the Reading Recovery Council of North America Board of Directors and serves on the Implementation and Development Committees.

David continues to demonstrate remarkable energy, and his spirited advocacy has laid the foundation for inclusion in next year's state budget totaling one million dollars!

Congratulations to both Jim and David! We are proud of you!

Classroom Connections

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

Life Stories:

An Easy Way To Promote Journal Writing

Cheri Slinger

[Cheri is a Reading Recovery Teacher in Upper Arlington City Schools, OH.]

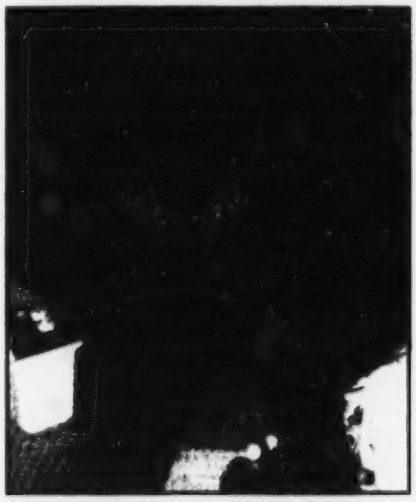
As I returned to the classroom after teaching Reading Recovery for five years I was determined to do a better job with helping children become independent writers through journal writing. Journal writing provides daily opportunities for students to express themselves, practice using the features of print they controlled and extend their knowledge of print. By publishing the journals two additional benefits are gained; the creation of more readable text for emergent readers and the motivation to write more. The more written, the more children shared and the more children shared, the more written.

After I discussed my quest for a better way to nurture independent writers with my co-worker Janet Berry, she shared her successful experiences using Life Stories, a form of journal writing.

Life Stories is an umbrella term for independent writing that includes any event or feelings pertaining to a student's life. It could be something a child has experienced in the past (a family vacation), in the present (losing a tooth), or in the future (deciding what pet to buy). At first Life Stories are composed of disjointed thoughts relating to a variety of topics. Eventually the text evolves into real stories with connected events. The rationale for writing Life Stories is that they provide opportunities for children to fulfill a natural need to share their world and a bottomless reservoir of ideas to use in their writing. Writing Life Stories in journals proved to be a natural way to promote independent writing in my first grade classroom.

GETTING STUDENTS READY TO WRITE...

Before Life Stories could be written we found that it was important to make sure all the children were aware that they could generate and write a message by putting down the sounds they heard as they said words aloud. Through interactive writing, my students became aware of many of the concepts about print, directionality, spacing, punctuation, capitalization and sound symbol relationships as well as the belief that they could contribute to the actual writing. What they didn't learn was that it was acceptable to only write the sounds they heard and not have the teacher insert the missing letters and sounds. Many students needed to be taught how to risk and say words slowly and record the sounds they heard. It was important for them to know that an attempt, even a partial attempt, was acceptable. Otherwise, some children would write nothing or "safe" sentences using only known words. (I like mom. I like dad.) So with



Students writing and illustrating their life stories.

modeling and explicit praise for all attempts the children became confident and started to write more. When writing was very difficult for a child I scaffolded by doing interactive writing in his/her journal and gave the child opportunities to write some of the words recording only the sounds he/she heard.

Just as adults learning to use the computer need manuals and notes to help them as they explore and grow in their computer skills, writers need support tools to help them develop their writing ability. The most powerful support tools were charts that were co-created by the students and teacher. Everyday for the first few weeks of school, we read together our display of the illustrated alphabet. (Apple starts with the letter a.) (Baby starts with the letter b.) We also created and often read together an ABC chart with a picture above the capital and lower case letter. This chart was made smaller and laminated so that each child had one in his/her book box to use whenever they choose to write. Taping alphabet strips on each table was another way to provide quick support for children as they wrote.

Word of the day charts and word walls also provided support. The word of the day chart was a pocket chart that was slowly filled with a different high frequency word in each pocket. Following mini-lessons students would record the words worked with and those charts also got added to our walls as the year progressed.

Mini-lessons were usually done with magnetic letters on the overhead projector and focused on how words work. We dealt with contractions, spelling patterns (looking, going, playing) (all, ball, called taller), endings (love, loves, loved, loving, lovely), and a few consistent rules (cap-cape, bit-bite, tub-tube, not-note).

We also brainstormed and came up with a long list of possible topics for Life Stories and posted it where we could revisit it often. It not only helped students to generate ideas, but also generated enthusiasm for writing in their journals. As they entered the classroom each morning overflowing with news to share with me it was easy to comment about what a great life story that would be and to encourage them to write it in their journals.

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To further ensure success at all levels of writing development, I needed to structure the writing. This environment also had to be negotiated and established with the children to empower them with ownership. The focus was to make sure everyone was feeling successful with the writing experience and that routines and rules were being established. The first day of journal writing I walked around listening, sharing, giving feedback and praising all attempts. I often stopped the whole class with a, "Wait till you hear what Jared wrote," or "Oh, put your pencils down for a minute, you've got to hear what Emily just wrote." By sharing in this manner as well as setting aside time to share during group meetings, children were encouraged to write and understood that their writing was valued. Before the first day of school was over everyone had the chance to share, even if someone wanted me to read it for them. Eventually they picked a special page or part that they wanted to read to the class and as time went on they needed to share less frequently and wanted to wait until the process was completed into a published book.

Determining the amount of time allotted for writing wasn't just a teacher decision. By asking the students how long they would like to write, I invited them to have ownership of the writing period. The timer would be set for short amounts of time and I would occasionally stop them and ask them to assess how things were going; "How's your table doing?", "Do you need more time?", "Are you able to concentrate on what you're doing?" I found that problems that came up were honest problems and by solving them as a group they didn't keep reoccurring. Another finding was that the majority of children could sustain writing for a fair amount of time and usually wanted a little more time. And those children who were struggling I constantly instilled in them the belief that I would never ask them to do something that I wouldn't help them do. Sometimes I worked with them in small groups, taking dictation or doing interactive writing so they could express longer messages and keep the flow of the message going. Finding ways to support children with the process of writing wasn't only done by structuring the writing time but also by structuring the format of the journals.

AFTER THE WRITING... THE NEXT STEP...

Once a student had completed a journal or had written 8 to 11 complete thoughts (a book using 3 pieces of paper would have eight or nine pages of text and a book with 4 pieces of paper would have 10 or 11 pages of text), he/she put the finished writing in a box marked "Ready to Proof-read." Then we met and I listened to him/her read the journal. I wrote under any words that were unclear as we discussed and enjoyed the message. We then engaged in proof-reading that was very limited in the number of corrections made and teaching points were carefully selected. Marie Clay's book *What Did I Write? Beginning Writing Behavior* tells us that as children learn to master the conventions of print it is important for the teacher to assist them in attending or focusing on only one or two features of print that appear to be learning hurdles for them. If we correct too many things in children's writing, it is not only ineffective teaching but it quite often squelches children's desire to write. So I made decisions about teaching points according to the individual child's stage of development and what was most helpful for him/her to learn next. To support the child in making a shift in his/her writing I often made a quick note on the inside of the cover of the journal. For example if a child was writing the word "they" as "thay" throughout their journal, we would decide together that it was a word they should know, and then we would write the correct spelling on the inside cover and the child would go through and circle and correct the approximation. Or if a child controlled many features of print but continued to use capital letters throughout the writing, I would have the child pick two letters to concentrate on and then write them in lower case on the inside cover as a reminder.

AFTER PROOF READING...

Typing the first journals was a very quick procedure because they usually consisted of one sentence per page. We were fortunate enough to have two fathers that came in once every other week for an hour to type our journals. A lovely senior citizen also helped us once a week for an hour and a couple of parents typed them on their home computer once they knew the format. And of course I typed whenever I had a chance. The nice thing about the way Life Stories evolved was that they were finished at different times so I never had more than a few journals to proofread or type at one time. The format for typing them was to use a size 16 print, double space between each word, and triple space between lines on the early journals so the published books supported emergent readers. Margins were set to fit the 7 inch page. As the children wrote more and read more, the type went to a 14 or 12 size print, but still double spaced between words and lines. A large space was left between each section of text to make it easy for the students to cut them apart and glue each section onto the appropriate page with a glue stick. I typed a model and made copies to send to volunteers and to post by the computer. Once journals were typed they were given to the students or placed in the "Ready to Publish" box.

READY TO PUBLISH...

Before children could publish their journals, materials had to be collected and arrangements made for volunteers to assemble the guts and the book covers. All parents helped by sending in cereal boxes to be cut and used for book covers. Some volunteers offered to collate the guts (3 to 4 pieces of 11" by 14" paper), stitch them up the middle and return them to school. All sewing was done on machines and wasn't very time consuming. Other volunteers offered to come to a morning workshop where we cut cereal boxes into 9" by 7" pieces, covered them with wall paper, secured the wall paper with clear mailing tape, and then bound the two sides together with duct tape. I spent half an hour modeling the process and then the volunteers worked together to create about 50 book covers to get us started. Some

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parents helped by making books at home throughout the year. Once the covers and guts were assembled I stored them in two separate boxes on bookcases.

FINAL STAGES... BRINGING "LIFE STORIES" TO LIFE...

After the first two or three children completed their journals, proof read them with an adult, and received their typed copy, they collected a cover, guts, rubber cement, and a glue stick and met me for instructions. Rubber cement was placed on the inside front and back covers. Then matching up the seam of the guts and the cover, each outer page of the guts was glued down on the inside front and back book covers. When these students learned how to assemble the published books, they became the teachers and each taught another person how to make a book and then that child became a teacher. Once the text was glued into the book, quality illustrations were the next step. Children understood that what was put into a published book was expected to be of good quality and that quality work required time and effort.

THE GRAND FINALE... SHARING WITH AN AUDIENCE...

Completed Life Stories filled with personal thoughts, family events, funny happenings, silly stories, and a variety of illustrations were placed in the "Ready to Share" box right next to the author's chair. This is where Life Stories became success stories. As stories were shared and comments were made children received the message that their thoughts, their writing, their work and their illustrations were valued and appreciated. With the celebration of each finished book, the community of learners found out more about each other and grew as writers and illustrators. Some books were composed of disjointed thoughts and statements while others were complete stories. Through sharing and comments, children were extended and invited to try different ways of writing Life Stories and making illustrations. Anxious to share their Life Stories with more than just their classmates, we often packed our books and trotted off to nursing and retirement homes in search of an appreciative audience. Books were sent to relatives to be read. Books were read to other adults and children in the school. Books were

Student shares his published life story with a friend in a near-by retirement home.

placed in our classroom library to be read by other children. And every time they were shared, praise and encouragement were abundant.

MY LEARNING...

A mother of one of my former students wrote me a letter in response to a request I made asking to borrow some of the children's Life Stories to share with other teachers.

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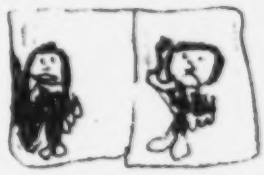
"I had the right not to feel good on monday, because I was not healthy." " I had strep throat." That night my mom took my temperture. I told my mom my throat hurt My tempature was 101. My mom called the doctor.



The doctor said "Rebekah probably has a fever and a sore throat." That same night, I went to the doctor. The nurse took my temperture. I think it was 99.8. The doctor took some stuff off of my throat. It took 3 minutes for the docter to tell me what I had. I hate the Bubble-gum-oil medicine. I still have to take it for eight more days. (What a horrible thing.)

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The letter, tucked inside a pile of books published by her current fifth grader brought tears to my eyes. She told me that she had spent the evening reading through all the books and realized that Rebekah had personally and in her own perspective recorded every important family event that took place during that year. There were stitches and Strep throat, a new baby and a car accident, vacations and visits with grandparents. This was their family history recorded by a seven year old. The mother let me know that she was placing her trust in me that I would take good care of these heirlooms and make sure no harm came to them. I was so touched by her letter and it made me realize that through Life Stories the children had not only gained skill in writing but had discovered the true essence of "journaling" ..... recording moments in life in their own personal way.

Executive Director Receives Certification

Jean Bussell, Executive Director of the Reading Recovery Council of North America, recently earned recognition from the American Society of Association Executives by being designated a Certified Association Executive (CAE). This is the highest honor of professional achievement available from the Society. ASAE membership totals more than 24,000 individuals representing local, state, regional, national and international trade and professional associations.

The certification process begins with the submission of an extensive application which highlights both professional and personal achievements.

The CAE examination is a comprehensive exam covering the field of association management. To maintain certification, a program of professional development over successive three-year periods will be needed. Thus, this is an honor neither easily earned nor maintained.

The CAE designation is held by slightly over 2,400 men and women in the association management profession. The CAE designation is awarded to association executives demonstrating high levels of association management knowledge, ethics, leadership, and activity in community affairs.

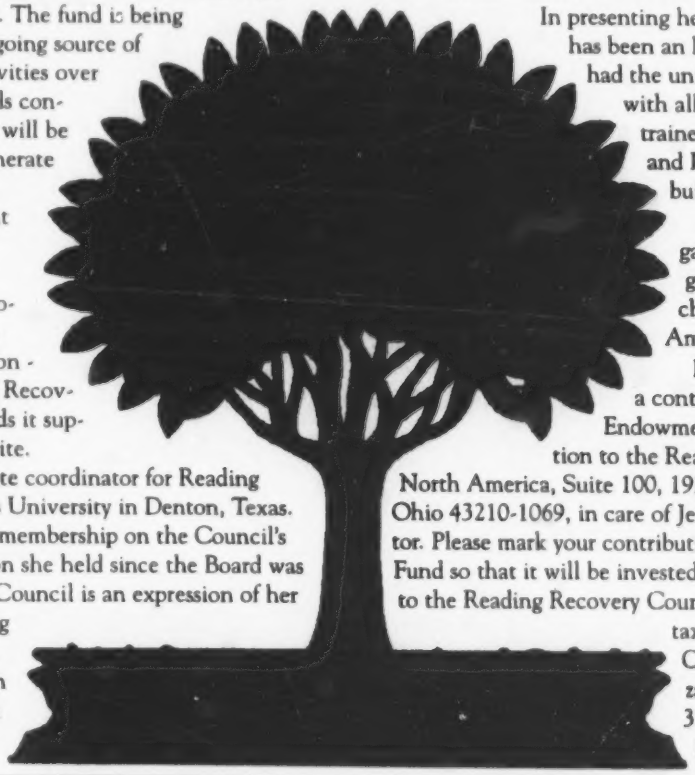
Congratulations, Jean!

We value an appreciate your strong leadership ability and commitment to RRCNA.

Endowment Fund Established

Margaret Griffin has made the first contribution to the Reading Recovery Council of North America's Endowment Fund. The fund is being established to create an ongoing source of funds for the Council's activities over the next several years. Funds contributed to the endowment will be accumulated in order to generate investment income for the Council. As the endowment fund grows, the interest income will grow. That growth will fuel Council projects which are intended to achieve the Council's mission - to ensure access to Reading Recovery for every child who needs it support to learn to read and write.

Margaret Griffin is the site coordinator for Reading Recovery at Texas Woman's University in Denton, Texas. She has just completed her membership on the Council's Board of Directors, a position she held since the Board was established. Her gift to the Council is an expression of her solid support for the Reading Recovery Council of North America and of appreciation for the leadership of Gay Su Pinnell and Carol Lyons, the first two presidents of the Council, and Jean Bussell, the Council's Executive Director.



In presenting her gift, Margaret states that "it has been an honor and privilege ... to have had the unique opportunity to participate with all of you, the Reading Recovery trainers, teacher leaders, teachers, and RRCNA board members in the building of this organization."

The Council thanks Margaret Griffin for her generous gift and for her commitment to children throughout North America.

If you are interested in making a contribution to the Council's Endowment Fund, send your contribution to the Reading Recovery Council of North America, Suite 100, 1929 Kenny Road, Columbus, Ohio 43210-1069, in care of Jean Bussell, Executive Director. Please mark your contribution clearly for the Endowment Fund so that it will be invested appropriately. Contributions to the Reading Recovery Council of North America may be tax deductible to you in that the Council is a charitable organization under Section 501 (c) 3 of the United States Internal Revenue Code.

RRCNA 1997-98 Program Standing Committees

Development Committee - David Moriarty, Medford, Massachusetts, Chairperson

Focuses on fundraising, development of relationships with funding sources, managing the Council's Endowment Fund.

Membership Committee - Connie Thomas, Anderson, Indiana, Chairperson

Focuses on membership recruitment and retention and membership services.

Descubriendo La Lectura - Olivia Ruiz, Tucson, Arizona, Chairperson

Responsible for development of the Spanish language version of Reading Recovery.

Guidelines and Standards Committee - Noel Jones, Wilmington, North Carolina, Chairperson

Focuses on review and revision of Reading Recovery Guidelines and Standards and reviews exception requests.

Implementation Committee - Billie Askew, Denton, Texas, Chairperson

Focuses on program implementation and means needed to support full implementation of Reading Recovery.

Publications and Communications Committee - Mary Anne Doyle, Storrs, Connecticut, Chairperson

Supervises the production of all Council publications and the Council's overall communications plans.

Research Committee - Patricia Kelly, San Bernardino, California, Chairperson

Generates, supports, and reviews research in Reading Recovery to foster understanding of the Program and expansions in knowledge of how children learn.

Training Advisory Committee - Irene Fountas, Cambridge, Massachusetts, Chairperson

Reviews all training-related efforts and coordinates with the North American Trainers Group.

Book Subcommittee - Sue Hundley, Cambridge, Massachusetts, Chairperson

Responsible for review and leveling of books for Reading Recovery.

Implementation Committee

Submitted by Billie J. Askew, Trainer, Texas Woman's University, Chairperson

Many implementation projects of the Reading Recovery Council of North America are ongoing. The following activities are currently in progress:

1. By the time this newsletter is printed, The Leadership Academy in San Diego will have become a reality. We want to express our appreciation for all the efforts of planners, presenters, and supporters across North America on behalf of the Academy. It is hoped that future academies will support implementation efforts to strengthen Reading Recovery across North America.
2. Marie Clay made three implementation visits in the spring of 1997: New York University, Purdue University, and the Canadian Institute. Several Reading Recovery trainers served as observers for these visits to build capacity for implementation visits by teams in the future.

- Dr. Clay's implementation visits involve consultation to education systems or training institutions that intend to improve their implementation of the Reading Recovery program. Consultation is offered on the specific problems involved in making an implementation more effective than it already is. Problem solving how the program's requirements can be met in a particular education system may enable the system to get more for its investment.
- Some North American trainers have been "apprenticing" with Dr. Clay as she conducts implementation visits. The goal is to have a group of Reading Recovery professionals who can provide similar consultation/problem solving experiences, building capacity for the important task of exploring what it takes for successful implementation in a variety of education settings.

3. Representing the Implementation Committee, Carol Lyons and Billie Askew conducted a pilot for a new system of data reporting on scan sheets this spring. We acknowledge the important contributions of Angela Jaggar of New York University in this process. Carol is chairing a committee meeting in June of 1997 that will recommend a complete revision of the scan sheets currently used to report data. Implementation factors will be considered for scan forms along with student data. Several teacher leaders and site coordinators are working on this important project. Teacher leaders were encouraged at the Teacher Leader Institute to provide input into these revisions.
4. The work of the Implementation Committee will be more clearly delineated when the Strategic Plan for RRCNA is in place. Specific tasks will become the responsibility of this Committee and sub-committees will be designated to accomplish these tasks. There are exciting times ahead!
5. The Implementation Committee is also inviting implementation success stories from RRCNA members. Please share your stories by sending them to Billie Askew, Texas Woman's University, P.O. Box 425769, Denton, Texas 76204.

Research Committee

Submitted by Patricia R. Kelly, Trainer, California State University, San Bernardino, Chairperson

Ninety Reading Recovery trainers, teacher leaders and teachers participated in the first in a series of research seminars, "The Social Construction of Knowledge: Theory and Practice," held at Oakland University, Rochester, Michigan on February 28, 1997. Organized by Bob Schwartz, Reading Recovery Trainer, and co-sponsored by RRCNA, Oakland University, and the Michigan Reading Recovery Council, this seminar featured noted researchers, Annemarie Palincsar, University of Michigan, and Gordon Wells, University of Toronto. Reading Recovery Trainers Carol Lyons, Maribeth Schmidt, Mary Ann Doyle, and Trika Smith-Burke were the respondents to the presentations. Reading Recovery participants were inspired and challenged to think about how we might refine and extend our efforts with children and teachers, and ways we might research our own practice and join in the broader development of theory and practice.

Reading Recovery Council of North America
Nominations Form • 1998-99 Board of Directors

(See instructions on the reverse side.)

Nominee Name: _____ School District: _____

Office Street Address: _____

City: _____ State/Province: _____ Zip Code: _____

Office Telephone: (_____) _____ FAX: (_____) _____

Home Street Address: _____

City: _____ State/Province: _____ Zip Code: _____

Home Telephone: (_____) _____ e-mail: _____

Preferred Mailing Address: ___ Home ___ Office

Position for which Nominee Is Recommended:

__ Vice President __ Secretary __ Trainer __ Teacher __ Partner __ Descubriendo La Lectura Representative

Nominator's Statement of Recommendation: _____

_____

_____

_____

_____

Nominee's Biographical Statement of Experience in Reading Recovery, early literacy, program development, other: (Limit 50 words)

_____

_____

_____

_____

_____

_____

Vision and Position Statement for the Reading Recovery Council of North America: (Limit 30 words)

_____

_____

_____

_____

Nominee's Signature: _____ I have been a member of RRCNA for at least one year in the membership category of _____ and currently am a member: ____Yes ____ No

SUBMITTED BY:

Name: _____

Position: _____

Street Address: _____

City: _____ State/Province: _____ Zip Code: _____

Work Telephone: (____) _____ Home Telephone: (____) _____

Signature: _____

MAIL TO: Carol A. Lyons, Past President
Nominating Committee Chairperson
Reading Recovery Council of North America
1929 Kenny Road - Suite 100
Columbus OH 43210-1069
FAX 614/292-4404
MUST BE RECEIVED NO LATER THAN NOVEMBER 1, 1997

Reading Recovery Council of North America
Nominations Form • 1998-99 Board of Directors

Instructions:

All members of the Reading Recovery Council of North America are eligible to nominate one person for each of the positions listed on this form. The nominator must provide a statement of recommendation for each individual nominated. The nominee must indicate his or her willingness to serve by providing biographical data and a position statement concerning his or her interest in the Board of Directors position. Nominees must have been a member of the Council for one year prior to taking office. Non-members will not be placed on the ballot. Elections will be held during March 1998. Elected officers and Board members take office on July 1, 1998, and serve a three-year term (except the Secretary who serves a one-year term). Members are asked to attend at least two meetings each year in various locations. Travel expenses must be covered by the Board member. A list of the current Board members and their terms of office appears below. All current members are eligible for re-election.

If you wish to make a nomination in more than one category, please copy this form and submit one form for each category for which you are nominating an individual.

PLEASE RETURN THE NOMINATIONS FORM NO LATER THAN NOVEMBER 1, 1997.

Positions for which nominations are requested are as follows:

- Vice President (becomes President after serving an additional year as President-Elect)
- Secretary (one-year term)
- Teacher (three-year term)
- Descubriendo La Lectura Representative (three-year term)
- Trainer (three-year term)
- Partner (three-year term)

Complete the form on the reverse side.

1997-98 Reading Recovery Council of North America Board of Directors

- President: Joetta Beaver, Teacher Leader, Site Coordinator, Upper Arlington Schools, Upper Arlington OH
- President-Elect: Billie Askew, Trainer, Texas Woman's University, Denton TX
- Vice President: Mary Anne Doyle, Trainer, University of Connecticut, Storrs CT
- Past President: Carol Lyons, Trainer, The Ohio State University, Columbus OH
- Secretary: Maribeth Schmitt, Trainer, Purdue University, West Lafayette IN (term expires 6/30/98)
- Treasurer (appointed): Douglass Kammerer, Site Coordinator, Marion City School District, Marion OH
- Trainer Representative: Clifford Johnson, Georgia State University, Atlanta GA (term expires 6/30/98)
- Trainer Representative: Dianne Stuart, Canadian Institute of Reading Recovery, Scarborough ONT (term expires 6/30/99)
- Teacher Leader Representative: Wayne Brown, San Luis Obispo School District, San Luis Obispo CA (term expires 6/30/00)
- Teacher Leader Representative: Gerry Haggard, Plano ISD, Plano TX (term expires 6/30/99)
- Teacher Representative: Diane O'Shaughnessy Dunn, Columbus Public Schools, Columbus OH (term expires 6/30/00)
- Teacher Representative: Carleen Walda, San Diego CA (term expires 6/30/98)
- Site Coordinator Representative: Patricia Hubbard, Forest Hills School District, Cincinnati OH (term expires 6/30/00)
- Site Coordinator Representative: Connie Thomas, Anderson Community School Corporation, Anderson IN (term expires 6/30/99)
- Partner Representative: William Lynch, Lynch Foundation, Rancho Santa Fe CA (term expires 6/30/98)
- Partner Representative: David Moriarty, Medford Public Schools, Medford MA (term expires 6/30/99)
- Training Advisory Committee Chairperson (appointed): Irene Fountas, Trainer, Lesley College, Cambridge MA
- Canadian Institute of Reading Recovery Representative (appointed): Jeanne Milovanovic, Partner, Scarborough ONT
- Descubriendo La Lectura Representative (appointed): Olivia Ruiz, Partner, Scott Foresman Publishers, Tucson AZ (term expires 6/30/98)
- Reading Recovery Inc. Representative (appointed): Nancy Zimpher, Dean of the College of Education, The Ohio State University, Columbus OH
- President's Appointment: Connie Williams, Teacher Leader, Long Beach USD, Long Beach CA (term expires 6/30/98)
- President's Appointment: Gay Su Pinnell, Trainer, The Ohio State University, Columbus OH (term expires 6/30/98)
- President's Appointment: Carlos Manrique, Partner, El Monte CA (term expires 6/30/98)
- President's Appointment: Mary Jackson, Site Coordinator, Sugarland TX (term expires 6/30/98)

Reading Recovery in Canada Update

Irene Huggins, Trainer/Coordinator
Dianne Stuart, Trainer/Administrator

Reading Recovery has expanded across Canada so that by September 1997 the program will be in eight of ten provinces and the Yukon territory. In order to help Boards/Districts and provinces manage and plan for expansion Dr. Marie Clay was invited to Canada by the Board of Governors of the Canadian Institute of Reading Recovery for two days of implementation discussion, sharing and planning. Administrators, trustees, Reading Recovery Trainers, Teacher Leaders, teachers, parents and other interested people from across Canada attended these sessions and had the opportunity to share successes and discuss issues. Dr. Clay also met with representatives from Ministries of Education and university personnel to discuss their roles in the implementation of the Reading Recovery program in Canada.

The fourth National Reading Recovery/Early Literacy Conference was held in Toronto in April. Featured speakers included Dr. Clay, international Trainers, Dr. Michael Fullan, Dean, Ontario Institute of Studies in Education (OISE)/University of Toronto and Scott Himelstein, President of the William D. Lynch Foundation, San Diego, California. This year's conference was the largest and most successful to date with approximately 700 participants. The 1998 Conference will be held April 24th-25th, 1998.

Although Reading Recovery in Canada began as an initiative of the Scarborough Board of Education, it has expanded and now receives support from Ministries of Education in various provinces, universities and the federal government. Also, as a result of the support given by the University of Toronto, the Canadian Institute will be locate at OISE/UT as of July 1st, 1997.

The redevelopment of the Reading Recovery program in French has begun under the direction of the Canadian Institute of Reading Recovery (CIRR). Phase one includes the redevelopment of "An Observation Survey of Early Literacy Achievement" (Clay, 1993) in French and the leveling of little books to be used in the program. This part of the project is being funded by the Ministry of Education from the province of Nova Scotia. Future plans include the redevelopment of the "Reading Recovery A Guidebook For Teachers in Training" (Clay 1993) and the training of a French speaking Trainer.

During the past year the Canadian Institute of Reading Recovery and the Reading Recovery Council of North America agreed to create a joint membership for Canadians. As a result of this new opportunity the number of Canadians that are members of the Council has more than doubled this year. The very valuable work done by the Council on behalf of all children in North America is most appreciated by Canada and we look forward to increasing our support as the program continues to expand across the country.

Board of Directors: Transitions

The June 1997 meeting of the Board of Directors marked the transition from one year to another in the life of the Council. The Council Board honored outgoing Board members with hearty thanks and appreciation for their service and presented each with a gift in recognition of their service. All four outgoing Board members have served since the Board was established, so the transition is significant.

Sue Hundley, Teacher Leader Representative, served as a Reading Recovery teacher for four years before becoming a teacher leader. Her work has included teaching in North Carolina and chairing the 1994 Southeastern Reading Recovery Conference. More recently, she has worked at Lesley College in Cambridge, Massachusetts, as a teacher leader assisting in the training of new teacher leaders and supporting teachers throughout Massachusetts. For the Council, Sue has chaired the Book Committee and dedicated many hours of effort and creativity to the organization and review of thousands of books for the Reading Recovery Book List. Fortunately, she will continue to serve Reading Recovery in this capacity as the Book Committee becomes a Subcommittee of the Training Advisory Committee. Thank you, Sue.

Lynn Salem, Teacher Representative from Dublin, Ohio, says goodbye to the Board in order to work full time on her publications through Seedling Publications, Inc. Lynn has taught Reading Recovery for eight years and has worked tirelessly in the field of early literacy receiving numerous grants for various literacy projects. She has participated in Study Tours/School Visits in Great Britain, Australia, and New Zealand. For the Council Board, Lynn served as chairperson of the Nominating Committee for the 1996 elections. This election process resulted in revisions of the nominating and election procedures to insure full participation of all Council members. Thank you, Lynn.

Deborah Dillon, Site Coordinator Representative and Presidential Appointee, served as the Council's Membership and Development Committee Chairperson. In this capacity, she guided the Council's membership services program, designed a cascading membership recruitment model, established the state field representative and conference representative system, authored the Council's Guidelines for Affiliation of Membership Organizations, and most recently recommended the split of the Development and Membership Committee into two separate committees. Deborah served as site coordinator for Reading Recovery at Purdue University in West Lafayette, Indiana, where she is a Professor of Literacy and Language. She has been instrumental in the successful efforts to obtain state funding for early intervention services in Indiana. Thank you, Deborah.

Margaret Griffin, Site Coordinator Representative, was there at the very beginning! She participated in the Visioning Committee for Reading Recovery during the summer of 1993. This Committee designed the original action plan for establishing the Council. From that point, the Action Committee began developing the Council's programs and services. Margaret was elected to the Board of Directors where she has served as a member of the Finance Committee. Margaret is a Professor of Education at Texas Woman's University in Denton, Texas. Her most recent contribution to the Council is a financial one - she made the first contribution to the Council's endowment fund! Thank you, Margaret.

RRCNA BOARD HIGHLIGHTS — JUNE 10-11, 1997

The RRCNA Board of Directors met in Dearborn, Michigan, on June 11-12, 1997 preceding the Teacher Leader Institute. The following items are highlights from the meeting:

* Carleen Walda joined the Board to serve the unexpired term of Lynn Salem as teacher representative.
* The Board established a "President's Award" that will honor someone or some organization that has made a significant contribution to early literacy and/or to the welfare of children.
* The Board adopted the Strategic Plan after final revisions were made by committee chair and past president, Gay Su Pinnell. The plan will guide the direction of the organization.
* The Board voted to divide the Development and Membership Committee into two separate committees, with the new Membership Committee focusing on membership recruitment, retention, and services, and the new Development Committee focusing on acquiring financial resources to support the Council's work in expanding the implementation of Reading Recovery throughout North America.
* The Board passed a resolution prohibiting the sale, lease, or distribution of the Council's membership list to organizations or individuals outside of Reading Recovery.
* New editors were appointed for two of the RRCNA publications: Dianne Frazier for *The Network News* and Maribeth Schmitt for *Literacy, Teaching and Learning: An International Journal of Early Literacy*.
* The Board voted to schedule a second North American Leadership Academy for spring 1999 in Texas with the location to be finalized as soon as possible.
* The Board received a report from the Treasurer that the Council will end the fiscal year at the end of June in the black, having made up the deficit from last year. The Board adopted the Council's budget for the fiscal year beginning July 1, 1997, and appointed auditors for the past fiscal year.
* Outgoing Board members, Deborah Dillon, Margaret Griffin, and Sue Hundley were recognized for their contributions to the Board; Lynn Salem was recognized in absentia.
* New and continuing members were installed, including Mary Anne Doyle as vice-president, Maribeth Schmitt as secretary, Wayne Brown as teacher leader representative, and Gay Su Pinnell and Connie Williams as presidential appointees.

New Board Members:

Mary Anne Doyle, Trainer, University of Connecticut, has been elected Vice President of the Council. This means that she will become President-Elect in 1998-99 and President in 1999-2000. Mary Anne is an Associate Professor and directs the Reading-Language Arts Center at the University of Connecticut. She was trained at The Ohio State University and is currently in her fifth year of directing the state implementation of the Reading Recovery Program which includes 45 school districts. A former classroom teacher and reading consultant, her major research interests include early literacy development and reading-writing connections. She has served the Northeast Reading Recovery Region as chair of the Sixth Annual Conference in 1995 and currently is chairing the Council's Publications and Communications Committee.

Maribeth Schmitt, Trainer, Purdue University, has been re-elected Secretary. Maribeth is an Associate Professor of Literacy and Language at the university where she serves as the Director of the Indiana Reading Recovery Program. She has published numerous articles on literacy research, especially in the area of independent, strategic learning and metacognition. Maribeth has served as Editor of *Network News* and recently relinquished that position to become the new Editor of the Council's Journal, *Literacy, Teaching, and Learning*. She also serves as the chair of the Outstanding Student Research Award Committee of the National Reading Conference.

Wayne Brown, Teacher Leader, has been elected to represent teacher leaders in North America. Wayne has been a teacher leader in San Luis Obispo, California, since his training in 1992-93. He is active in statewide and regional Reading Recovery issues including conference planning, teacher leader professional development, and an ongoing research project. Locally, he has been an advocate for Reading Recovery and early literacy instruction, helping to develop inservice programs and to secure grant funding for literacy-related projects. Wayne will be a member of the Council's Research Committee.

Patty Hubbard, Site Coordinator in Forest Hills, Ohio, has been elected to represent site coordinators on the Board of Directors. She has experienced Reading Recovery from the viewpoint of an elementary principal implementing Reading Recovery at the building level, from the district level as the person in charge of federal programs, as a site coordinator for an eleven year old site, and as chairperson of the Ohio Reading Recovery Governance Board and Executive Council. Patty serves as a member of the Program Committee for the Reading Recovery Conference and National Institute held annually in Columbus, Ohio. Patty is a member of the Guidelines and Standards Committee and the Implementation Committee.

Diane Dunn, Reading Recovery Teacher in Columbus, Ohio, was reelected to the Board. Diane has been an Reading Recovery as a teacher since the pilot year in Ohio in 1984. She has witnessed the growth from fourteen teachers to over 15,000 in North America. She has been involved in political, school-wide, community, and system-wide promotion of the Reading Recovery Program. She has served as the teacher representative on the Board of Directors since the Board was formed. Diane serves on the Membership Committee.

Carleen Walda, Reading Recovery Teacher, was appointed to the Board of Directors to fill the vacancy created by Lynn Salem's resignation. Carleen is in her sixth year as a Reading Recovery teacher. In her twenty-two years of teaching, she has taught grades K-3, and currently she is an elementary Reading Specialist. She is a mentor teacher in the area of family literacy curriculum and has developed literacy curriculum and programs. Carleen teaches in the Poway Unified School District in San Diego, California. She will serve on the Council's Membership Committee.

Taking the Oath of Office at the June 1997 meeting of the RRCNA Board of Directors are new Board members (left to right) Mary Anne Doyle, Maribeth Schmitt, Wayne Brown, and Carleen Walda. Patty Hubbard, Carlos Manrique, and Mary Jackson were unable to attend the meeting and will take the Oath of Office at the February 1997 Board meeting.

Presidential Appointments:

The Council President has four appointments to make to the Board of Directors. The appointments are approved by the entire Board of Directors. Appointees for 1997-98 are as follows:

Connie Williams, Teacher Leader in Long Beach, California, will serve as a Presidential appointee. She formerly served as Secretary of the Board of Directors.

Gay Su Pinnell, Trainer at The Ohio State University, will continue to serve on the Board. She formerly was President of the Council and currently chairs the Strategic Planning Committee.

Carlos Manrique, Assistant Superintendent, El Monte School District, El Monte, California, will serve as an appointed member of the Board of Directors. He currently chairs the publications and communications projects of the Descubriendo La Lectura Collaborative.

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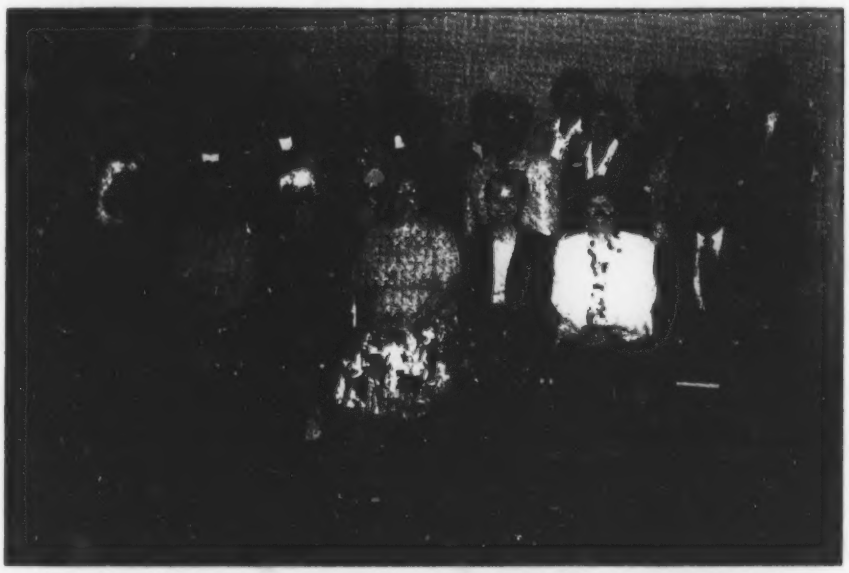
Mary Jackson, Site Coordinator for the Fort Bend Independent School District in Sugarland, Texas, will serve as the fourth appointee to the Board. Mary is a member of the Implementation Committee.

The Council welcomes these newly elected and appointed Board members to service to the Council and to Reading Recovery.

For a complete list of the 1997-98 Board of Directors, please see the Nominating Form included in this issue of Council Connections.



Celebrating the successes of the past year and anticipating the opportunities of the next year are members of the Board of Directors: Front Row, left to right: Patricia Kelly, Trainer, California State University at San Bernardino, Chairperson of the Research Committee; Joetta Beaver, Teacher Leader, Upper Arlington, Ohio, 1997-98 President; Margaret Griffin, Outgoing Site Coordinator Representative, Texas Woman's University; Gerry Haggard, Teacher Leader Representative, Plano, Texas; Deborah Dillon, Professor, Purdue University, Outgoing Presidential Appointee; Mary Anne Doyle, Trainer, University of Connecticut, 1997-98 Vice President; David Moriarty, Partner Representative, Medford, Massachusetts.

Middle Row, left to right: Olivia Ruiz, Descubriendo La Lectura Representative, Tucson, Arizona; Connie Thomas, Site Coordinator Representative, Anderson, Indiana; Sue Hundley, Outgoing Teacher Leader Representative, Lesley College, Cambridge, Massachusetts; Connie Williams, Presidential Appointee, Teacher Leader, Long Beach, California; Maribeth Schmitt, Trainer, Purdue University, Secretary; Carol Lyons, Trainer, The Ohio State University, Past President; Diane Dunn, Teacher Representative, Columbus, Ohio;

Back Row, left to right:Dianne Stuart, Trainer Representative, Canadian Institute of Reading Recovery; Douglass Kammerer, Site Coordinator, Marion, Ohio, Treasurer; Clifford Johnson, Trainer Representative, Georgia State University; Billie Askew, Trainer, Texas Woman's University, President-Elect; Jeanne Milovanovic, Representative, Canadian Institute of Reading Recovery; William D. Lynch, Partner Representative, Rancho Santa Fe, California; Irene Fountas, Trainer, Lesley College, Chairperson, Training Advisory Committee; Gay Su Pinnell, Trainer, The Ohio State University, Presidential Appointee and former President; Carleen Walda, Teacher Representative, San Diego, California; Wayne Brown, Teacher Leader Representative, San Luis Obispo, California.

Absent when the picture was taken: Lynn Salem, Outgoing Teacher Representative, Dublin, Ohio; Noel Jones, Trainer, University of North Carolina at Wilmington, Chairperson, Guidelines and Standards Committee; Patty Hubbard, Site Coordinator Representative, Cincinnati, Ohio; Carlos Manrique, Presidential Appointee, El Monte, California; Mary Jackson, Presidential Appointee, Sugarland, Texas; Nancy Zimpher, RRI Representative, Columbus, Ohio.

Nominating Committee Requests Your Help

Carol Lyons, Past President of RRCNA, serves as the Chairperson of the Nominating Committee to create the slate of nominees for the 1998-99 Board of Directors. Inserted in this issue of Council Connections is the 1998-99 Nominations Form. Positions which will be elected include Vice President (becomes President-Elect and then President), Secretary (one-year term), Reading Recovery Teacher (three-year term), Trainer (three-year term), Partner (three-year term) and Descubriendo La Lectura Representative (three-year term).

This is the first time that the Descubriendo La Lectura Representative will be elected through the Council's Nominating Committee process. Only Council members who are designated as DLL trained will be eligible to vote in this category, so it is important that all trained DLL members contact the Council's office to confirm that they are listed as DLL trained in the membership data base. Contact Julie Reeves (614/292-7111 or reeves.8@osu.edu) to confirm your membership and designation as DLL trained. The Descubriendo La Lectura Representative to the Board of Directors chairs the Descubriendo La Lectura Standing Committee of the Board of Directors. This Standing Committee serves as the organizing body for the Descubriendo La Lectura Collaborative.

The Nominating Committee welcomes your nominations. Just follow the instructions on the form and return it to the Council no later than November 1, 1997. A complete list of current Board members is included on the form.

Thank you for your participation in this important governance process.

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Reading and Writing are important we know
to get along in this world.
The opportunity to learn them both is
the right of every boy and girl.

The purpose of Reading Recovery
is to give kids the strategies,
to monitor, cross-check and self-correct
and attend to those MSV's

As Reading Recovery teachers
We guide them along the way;
whether helping them to try a new word,
or to think of a story each day.

Kids feel good about themselves
when given the ability to write and read.
The knowledge of print is a powerful tool
that helps them as they learn, to succeed.

Vicki Burlingame, 1997, Teacher-in-Training
Upper Arlington, Ohio

READING RECOVERY COUNCIL OF NORTH AMERICA

VISION: The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

MISSION: The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

PURPOSE: The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

RRCNA Member Suggestion Form

This form is designed to gather your suggestions for the Council's operation and activities. Staff and Board members will use the responses on this form to monitor our success in serving our members and to generate new services to provide. Your name and other identifying information are optional, but it is helpful to us to know who is interested in what and to be able to involve you in discussion of your ideas as needed. Thank you for your assistance.

Submit to RRCNA, Suite 100, 1929 Kenny Road, Columbus, Ohio 43210-1069, or FAX 614/292-4404

Attn: Executive Director.

Submitted by:

Name _____

Reading Recovery Position _____

Address _____

_____

_____

Phone _____ FAX _____

e-mail _____

I have the following suggestion(s) for the Council's programs and services:

_____

_____

_____

_____

_____

I would like the following information about (publications, prices of products, committees, etc.):

_____

_____

_____

_____

_____

_____

I would like to serve as state representative to assist the Council in membership relations and recruitment. ☐ Yes (check here)

Other comments:

_____

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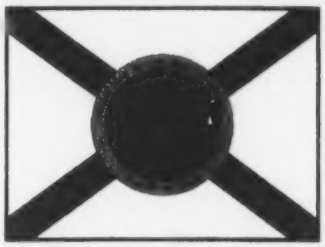
State News:



Florida

The Florida Legislature has provided $2.5 million in new funding earmarked for Reading Recovery for the 1997-98 school year. Legislative and gubernatorial interest created this new resource for Reading Recovery implementation in the State of Florida. The Governor's Office and the State Board of Education are working with the State Division of Public Schools to issue a notice of availability of funds for the upcoming school year. Formal requests for proposals for funding will follow. This is an exciting new development for the State of Florida.

Illinois

National-Louis University has assumed responsibility for serving as the Reading Recovery Regional Training Center for the entire state of Illinois. With the support of the Illinois State Board of Education, the University will be sending a new trainer for training at The Ohio State University during the 1997-98 school year and will be establishing a full time residential training program for Illinois the following year. Reading Recovery sites outside Illinois which previously affiliated with the University of Illinois at Urbana-Champaign are choosing a variety of different Regional Training Centers with which to affiliate. The Council is pleased to have worked with the teacher leaders, site coordinators, state board, and National-Louis to secure the continuation of the Illinois Reading Recovery Program.

Indiana

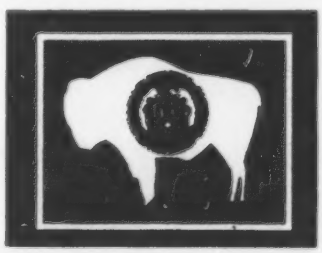
The State Superintendent's Reading and Literacy Initiative for a Better Indiana was allocated $8 million for creating early intervention reading initiatives, including Reading Recovery, in the state. The funds are available over a two year period. The funding results from long term advocacy efforts by the Reading Recovery Regional Training Center at Purdue University and community and school advocates throughout the state. Special appreciation goes to long-time State Representative Sheila Klinker who was instrumental in this legislative success. A thirty-three year veteran teacher, Rep. Klinker works for the Purdue University School of Education as an Outreach Liaison. Her experience with Reading Recovery provided the stimulus for her work on behalf of early readers in the Indiana state legislature.

Massachusetts

The Reading Recovery advocates successfully sustained efforts to eliminate funding for early intervention which was hard earned in the last budgetary cycle. When the dust settled, the funding for early intervention services was doubled from $500,000 to one million dollars annually. Congratulations to the Massachusetts Reading Recovery advocates for their success in teaching children to read and write!

Pennsylvania

On May 19, 1997, Pennsylvania held its first advocacy workshop: "Reading Recovery/DLL Outside the Classroom ... Lessons in Grassroots Advocacy." The workshop was coordinated by Scott Himelstein, RRCNA's government relations consultant. Other participants included Lance Landauer, Superintendent and Site Coordinator, Conewago Valley School District; Gretchen McFarland, Site Coordinator, Lancaster-Lebanon Intermediate Unit #13; Barbara Maestle, Teacher Leader, Lancaster-Lebanon Intermediate Unit #13; and Patricia Sollenberger, Research Consultant, Lancaster-Lebanon Intermediate Unit #13. Topics included an overview of state and federal congressional and legislative processes; critical information about finance, education, budget, and appropriations committees; effectively finding and presenting Reading Recovery research results to public audiences; organizing a personal and/or community advocacy program; and state and national perspectives on issues Reading Recovery faces in every community. Over fifty people attended this first seminar. If you are interested in convening a similar workshop in your state or region, contact Scott Himelstein at 800/559-4619.



Wyoming

Reading Recovery teachers in Wyoming have organized a task force to support, sustain, and fund Reading Recovery in Wyoming. They hope to do this by increasing Reading Recovery's visibility in Wyoming schools, communities, state department and state elected offices. The task force gave special attention during the month of May to communicating with decision makers who have influence on school funding decisions in Wyoming. Activities included letter writing and visits to legislators and members of the media. Additional attention is planned to approach private sources for funding.

continued from previous page

Reading Recovery and Volunteers

The Council's support for the Presidents' Summit to involve communities in supporting youth through volunteerism continues to evolve. The Council is working with an advisory committee of teachers and teacher leaders to develop a volunteer management manual. The manual will include such topics as identifying volunteer opportunities, writing volunteer job descriptions, selecting volunteers for specified opportunities, orienting volunteers, training volunteers, utilizing volunteers to foster growth in the program, evaluating performance, and managing risks. The manual will have generic and Reading Recovery specific examples to assist you and your school in working with volunteers to support reading initiatives. In addition, the manual will have a resources section which will refer you to a wide variety of resources available to support volunteer efforts. If you are interested in previewing the manual, contact the Council office. Anticipated publication date is early winter 1997.

3rd International Reading Recovery Conference

Cairns, Australia

July 5-10 1998

Travel and Tour Packages - Sponsored by RRCNA

- Space on a tour must reach 35 and is limited to 50 travelers.
- Space on a tour is held with a deposit of $500.
- Half the deposit—$250 is non-refundable unless the tour is canceled.
- Full payment is due April 1, 1998.
- All travel packages are open to spouses, family and friends.
- Payment may be made by cash, check or major credit card.
- Arrange for deposit and payment by calling Airlines Online at 1-800-200-1990.

Please Note:

- Tour packages are currently in final stages of development and negotiation—some changes may occur in travel dates, detonations, prices, etc.
- Domestic flights connecting with international flights will be available at reduced rates ($75 to $350 round trip depending on city of departure)
- RRCNA sponsored tours are add-on packages and do not include any costs involved in attending the 5 day international conference.

Dan the Traveling Man

(approximate cost $2,900
17 days / July 1—July 17
Australia (Sydney, Cairns,
Ayers Rock, Alice Springs).

Includes:

- International round trip air from Los Angeles to Cairns (Air carriers may include United, Qantas or Air New Zealand).
- Domestic and round transportation in Australia.
- Airport transfers, taxes, fees, guides, tips and gratuity.
- Hotel accommodations (twin shared) and specific tours in Sydney, Cairns, Ayers Rock and Alice Springs.
- Single room supplement available for an additional fee.

The Giant's Bommyknocker

(approximate cost $3,600)
23 days / June 22—July 14
Australia (Sydney, Ayers Rock,
Alice Springs, Darwin, Cairns) and Fiji

Includes:

- International round trip air from Los Angeles with stop over in Fiji. (Air Carriers may include United, Qantas or Air New Zealand).
- Domestic air and round transportation in Australia and Fiji.
- Airport transfers, taxes, fees, guides, tips and gratuity.
- Hotel accommodations (twin shared) and specific tours in Sydney, Ayers Rock, Alice Springs, Darwin, Cairns and Fiji.
- Single room supplement available for an additional fee.

Mrs. Wishy Washy's Whirlwind

(approximate cost $3,500)
22 days / June 29—July 20
Australia (Sydney, Cairns) and New Zealand
(Auckland, Rotorua, Christchurch)

Includes:

- International round trip air from Los Angeles with stop over in Auckland (Air carriers may include United, Qantas or Air New Zealand).
- Domestic air and round transportation in Australia and New Zealand.
- Airport transfers, taxes, fees guides, tips and gratuity.
- Hotel accommodations (two shared) and specific tours in Sydney, Auckland, Wiatomo, Rotorua and Christchurch.
- Single room supplement available Or an additional fee.

All three tours do NOT include:

- International Reading Recovery Conference registration fees and hotel accommodations
- Trip Insurance
- Meals

Reading Recovery Council of North America Publications and Products

February 1, 1997

Guidelines and Standards (GS1): This booklet presents the national standards and guidelines for Reading Recovery training and site implementation adopted by the Reading Recovery Council of North America. Prepared by a representative committee of Reading Recovery educators and administrators, the Guidelines and Standards outline the following: selection and training of Reading Recovery teachers, teacher leaders, and trainers of teacher leaders; guidelines for trained Reading Recovery educators; and requirements for Reading Recovery sites. (Members $5.00; Non-Members $8.00)

Best of The Running Record (RR1): A spiral bound compilation of articles from the Running Record Newsletter for Reading Recovery teachers. Articles selected for their applicability for Reading Recovery teachers. Selected articles from 1989 to 1994 newsletters. (Members $6.00; Non-Members $8.00)

Executive Summary 1984-1996 (ES96): Annual report of Reading Recovery of North America. Organized to answer questions such as "What is Reading Recovery?", "Does Reading Recovery Work?", and "How Is Reading Recovery Implemented?" Special sections on the Reading Recovery Council of North America, the Canadian Institute of Reading Recovery, and Descubriendo La Lectura. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

Annotated Bibliography (ANN): A compilation of biographical references for Reading Recovery. Available in Autumn 1997.

Research in Reading Recovery: A new publication by Heinemann which includes the original Reading Recovery research articles from the first three issues of the RRCNA professional journal *Literacy, Teaching, and Learning*. Available only from Heinemann with royalties benefiting the RRCNA.

Reading Recovery: A Review of Research (ER23): A publication by Gay Su Pinnell which describes and analyzes available research in Reading Recovery. Includes a complete bibliography. (Members $5.00; Non-Members $8.00)

Site Coordinators Handbook (SCH): A "must have" for Reading Recovery site coordinators. Contains descriptions of Reading Recovery, the site coordinators' role, time lines and issues for teacher leader training year, responsibilities and characteristics of teacher training sites, definition and calculation of full implementation, developing consortia, research and evaluation responsibilities, and references and related readings. Over 100 pages in length and presented in a three-ring binder with dividers and room for expansion. (Members $25.00; Non-Members $35.00)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): Specifically designed for schools which are developing new approaches to Title I funding and programming. Highlights ways to provide for Reading Recovery programs under new Title I regulations. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

International Reading Recovery Directory (DR97): Alphabetical and geographical listings of addresses, phone numbers, fax numbers, and e-mail addresses for Reading Recovery teacher leaders, tutors, site coordinators, and trainers in North America, Australia, Great Britain, and New Zealand. (Members $20.00; Non-Members $30.00)

Descubriendo La Lectura Booklist (DLL): Spiral-bound, sixty-page document with books organized in separate sections by title, by level, and by publisher. Published in collaboration with the Descubriendo La Lectura National Collaborative. (Members $10.00; Non-Members $15.00)

Reading Recovery Book List (BL97): Provides the titles, levels, publishers, and some word counts for books that have been leveled for use in Reading Recovery. Revised in January 1997, the Book List is a printed list including all titles selected for use in Reading Recovery, sorted by title, level, and publisher. New titles are designated by asterisk. Available only to trained Reading Recovery educators as a single copyrighted list or as a master with permission to duplicate. (BL97S: Single copy: Members $20.00; Non-Members $25.00; BL97M: Single copy: Members $100.00 includes permission to duplicate; Non-Members $125.00 includes permission to duplicate)

RRCNA Promotional Items:

Coffee Mugs (MUG): Navy blue ceramic with white RRCNA logo or white with navy logo. (Members $5.00; Non-Members $6.00)
Totebags (TOTE): Red or Green with black RRCNA logo. (Members $12.00; Non-Members $15.00)
Folders (FOLD): Black with white RRCNA logo. (Members $1.00; Non-Members $1.50)

Use the Order Form included in this newsletter to obtain any of these items except as indicated.

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Reading Recovery®Council of North America Publications/Products Order Form

READING RECOVERY® COUNCIL OF NORTH AMERICA

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Street Address_____

City_____ State_____ Zip_____

Daytime Phone_____ FAX_____

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City_____ State_____ Zip_____

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Method of Payment (Check One): ○ Check ○ Purchase Order (P.O. #_____)

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To order, return completed form with check, credit card #, or *P.O. to:

NOTE: *FAXED P.O.s **ARE NOT** Accepted, but FAXED Credit Card Orders **ARE** Accepted.

Order Total

RRCNA Orders Department
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Columbus, Ohio 43210-1069
Phone: 614/292-2869
FAX: 614/688-3452

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Signature: _____

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Reading Recovery® Council of North America
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. . . *Serving Children in Canada and the United States* . . .

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Membership Application – Reading Recovery Council of North America

Check ✓ Appropriate Boxes. This application is: ❑ New ❑ a Renewal

Name _____ Employer _____

Work Street Address _____

City _____ State/Province _____ Country _____ Zip Code _____

Work Phone _____ Work FAX _____ Work E-Mail _____

Home Street Address _____

City _____ State/Province _____ Country _____ Zip Code _____

Home Phone _____ Home FAX _____ Home E-Mail _____

Preferred Mailing Address: ❑ Home ❑ Work

I am a: ❑ Leader Trainer ❑ RR Teacher ❑ Teacher Leader ❑ Site Coordinator ❑ Partner as a: ❑ Classroom Teacher, ❑ Title I Teacher, ❑ Administrator, ❑ Principal, ❑ Parent, ❑ Volunteer, ❑ other: _____

I am associated with: ❑ Descubriendo La Lectura ❑ Canadian/Western Institutes of Reading Recovery

I was referred for membership by: _____ My Teacher Leader is _____
(for Reading Recovery Teachers only)

I received my Reading Recovery training at _____ during 19 _____

I would like a: ❑ $40 U.S. one-year membership ❑ $100 U.S. one-year supporting membership.

I would like to make an additional tax deductible charitable contribution to support the Council's work for $ _____ .

Total Check, Credit Card, or Purchase Order $ _____

__ Visa or __ MasterCard

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Expiration Date _ I _ mo. _ I _ yr.

Signature: _____

Please send completed form with your check, credit card information, or purchase order made out to RRCNA to the following address:

Reading Recovery Council of North America
1929 Kenny Rd., Suite 100
Columbus OH 43210-1069
(614)292-7111
FAX (614)292-4404

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Office Use Only
Remittance Advice: RRCNA

Name _____
Check # _____
Invoice # _____
Date _____
Amount _____

READING RECOVERY COUNCIL OF NORTH AMERICA

Council Connections

Fall 1997
Volume 3 • No. 2

A Newsletter of the Reading Recovery Council of North America

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The Council Connections newsletter is published three times a year by the Reading Recovery Council of North America.

Special Focus:

North American Leadership Academy

Marie Clay Keynotes the Academy

Marie Clay, Researcher and Educator

Marie Clay, researcher and educator, was the keynote speaker for the First North American Leadership Academy. She was present for the entire Academy and addressed the Academy on three separate occasions. The following paragraphs summarize her remarks.

The Essentials of Sound Implementation

Clay's Academy opening presentation focused on the essentials of sound implementation. She identified three stages of implementation: 1) Planning for and starting an intervention; 2) Start-up of two to three years with expectations for success; and 3) Evaluating an ongoing intervention with focus on the success of the children and on the cost effective and efficient delivery of the program.

Clay emphasized that Reading Recovery is unusual in that it asks "What is possible!" rather than setting artificial limitations. Its aim is to eliminate literacy difficulties for the lowest achievers in any school without excluding anyone in ordinary classrooms. The expectation is that Reading Recovery will bring children to the average performance for their class in a short period of time.

Understanding Reading Recovery's rationales for practice is essential for effective implementation. Achieving effective implementation is now the vital issue for Reading Recovery. Effective implementation includes the effective teaching ***continued on next page***

President's Message

Joetta M. Beaver

This issue of *Council Connections* is dedicated to a report of the First North American Leadership Academy held in San Diego, California, from July 30 through August 2, 1997. The Academy's theme was "Strengthening the Operation of Reading Recovery." The purpose was to develop opportunities for strengthening Reading Recovery in individual schools, sites, school districts and state and provinces throughout North America. The Academy focused on implementation planning (and re-planning), research, funding, and advocacy in Reading Recovery.

Four hundred individuals from thirty-seven states, two Canadian provinces, and New Zealand gathered to dialogue and collaborate with others, celebrate what has been done, and strengthen the operation of Reading Recovery. Participants in the first North American Leadership Academy included principals, district administrators, ***continued on page 17***

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of children, the effective training of teacher leaders and teachers, and the administrative decisions which make it work effectively. System-wide implementation is powerful in insuring that the desired results will be achieved and the progress maintained.

As systems implement Reading Recovery, they must recognize that implementing a change is a journey, just as the series of lessons for each child is a journey. Reading Recovery is a systematic intervention designed to change a school, a district, a state system, not by increasing the average scores, but by reducing the number of children with severe reading problems.

In the implementation process, problems are our friends - they help us define areas for improvement. Problem solving starts with the school's policy for serving its children, with its reasons for opting into Reading Recovery. Problems can be resolved through team work, through sharing of success stories and problem solving the learning difficulties of children who have not yet met with success. Problems can be solved through a clear development plan for Reading Recovery and documentation of progress toward achieving that plan.

As systems implement Reading Recovery, they must recognize that implementing a change is a journey, just as the series of lessons for each child is a journey.

Marie Clay

At the district level, problem solving is intended to increase effectiveness. It focuses on making teacher leaders available to support Reading Recovery teachers and to train new teachers. It involves supporting individual schools to sustain their efforts. It involves demonstrating what is working, addressing what is not working and documenting change through data and education. Problems can be solved by studying the data from the program – the discontinuing rates, the referral rates, the number of children served, the time available to teach - and then acting to achieve better results.

At the state/province or national level, implementation is aimed toward eliminating literacy difficulties. Reading Recovery bolsters classroom literacy with early intervention for those children who need assistance. It insures against most literacy failures at the beginning point of a child's formal education. Effective implementation requires the system entity to take responsibility for communicating what can be done with Reading Recovery, to use networks to prepare agreed statements of purpose, and to report the data which demonstrates the effectiveness of Reading Recovery and the problems yet to be solved.

Future Research in Reading Recovery

In beginning her remarks regarding research in Reading Recovery, Clay returned to the research origins of Reading Recovery in life span developmental psychology. She recounted the imbalance of the cost of research to develop Reading Recovery and the cost of critiques of Reading Recovery – a one-to-ten imbalance in her estimation. She also urged Reading Recovery advocates and all researchers to recognize that reviews of materials for articles generally go back no more than twenty years, so in the near future the early research base and rationale for Reading Recovery is likely to be lost.

Clay described Reading Recovery as evolving from a medical model of secondary prevention where treatment occurs very early after the onset of the problem. Reading Recovery seeks to eliminate reading difficulties early and works with relative criteria which allow it to adapt to different settings and different policy structures.

Clay reviewed recent research which endorses and challenges Reading Recovery. She identified strengths for Reading Recovery in each. She also identified three approaches to early literacy (including the option of continuing early literacy training programs like Title I, developing Reading Recovery type early interventions, and trying to avoid low achievement by teaching everyone better), and she reviewed evaluations of such programs from recent published articles.

Clay encouraged a discussion of data gathered at the local, state and national levels. She emphasized documentation, currency, annual confirmation, and analysis of performance and trends. Use of data from the National Data Evaluation Center will provide for timely and efficient data feedback.

Clay also discussed the value of research which directly addresses administrative decisions. Such research must account for the decisions which administrators have to make in implementing Reading Recovery. Decisions regarding coverage, daily teaching, teacher leader support for teachers, and similar implementation issues will influence the results in each site. Effectiveness studies which influence administrative decisions should not be conducted, she thought, until an implementation is about three years from start-up. Student outcomes more than three or four years after completing the program would be strongly influenced by other variables in home, family, and community and would be of questionable value.

In all cases, research questions should be designed to answer the questions stakeholders want answered. It also is essential that the researcher disclose any bias or involvement which has potential impact on the findings.

Clay identified several means for studying change with Reading Recovery children. One means is the systematic sequential observation of the child's performance using appropriate sequential observation tools. Another is replication of the results at various sites simultaneously and in comparison with historical data. A third is the inclusion of both qualitative and quantitative approaches

continued on next page

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in the same piece of research. And the fourth is use of within subjects designs. Each of these approaches can profitably be used for Reading Recovery research.

Finally, Clay recommended careful research and documentation of tentative changes within the program as a result of new understandings and theory. These include variants within existing lesson formats (for example, new understandings that teachers might have about phonemic awareness); variants from outside the program (adding imported "foreign segments" into the teaching of the lesson); serving English as a Second Language (ESL) children well; and expecting literacy learning (rather than merely preparing children for literacy). Areas where more research is needed probably include the neglect of writing and what impact that has had and changes beyond discontinuing.

Reflections on the Process and Final Remarks

Clay's closing remarks incorporated five points for consideration when weighing up a Reading Recovery implementation.

1. Administrators' responsibility is to strengthen the program by the effective use of teacher leaders: making sure the teacher leader is available to help Reading Recovery teachers with difficult children, to consult with but not mastermind new literacy programs, and to network with other teacher leaders and trainers for support and professional development.
2. In large urban school districts in low socioeconomic areas, not enough students have access to the program. System questions include: What will the school do? How can more resources be made available to help more children? What is the status of implementation – does it serve only 5% or does it reach closer to 20% of the children? How does the school calendar limit the time available to teach? Is the Reading Recovery teacher available to teach daily? Teacher questions include: How does the teacher use the school year? Is daily teaching the actual practice? What is the average number of lessons per week? Is there early consultation for problems? Does the label "hard to teach child" create expectation of "hard to teach?" Is the lesson focused with appropriate parts allotted to appropriate tasks?
3. There is a problem in trying to take Reading Recovery from tutoring into the classroom. Although the Observation Survey itself was designed for classroom use, the Reading Recovery tutoring lesson requires a greater depth of understanding to use the information from the observation tasks in a Reading Recovery lesson. Such application of tutoring lessons to the classroom is not appropriate. *Becoming Literate* has more to say about understanding the progress of classes of children.
4. The length of time teachers teach Reading Recovery in North America often varies from the original plan. In New Zealand teachers teach Reading Recovery for three to four years and then return to the classroom to avoid burnout. They come back to Reading Recovery as appropriate. This requires a constant training of teachers to keep the program fresh and at full implementation.
5. Public messages about Reading Recovery need to present an important reflection of the program's intent and performance.

- Reading Recovery is a solution to a particular problem.
- When talking about the children, stress that every child makes progress even if not all are discontinued. There are two positive outcomes: a diagnostic set of lessons that either demonstrated that a child needed longer term help from another source or that this child was able to work well with the average group in the class and was discontinued.
- Don't get self-satisfied: keep the sights high and make it easier for teachers and teacher leaders to get to work with more children.
- Reading Recovery works with any child from any program and returns that child to his classroom program, so observe your discontinuing children and ensure that they are ready for the classroom to which they are returning.
- "Only taking four children" at a time is an expression which misrepresents the program; in fact, if a teacher were working full time in Reading Recovery, this would introduce a minimum of sixteen children into the program in one year.
- Eliminate the term "waiting list" because it takes away the expectation that the classroom teacher remains responsible for each child's learning.
- Don't accept literacy groups as an alternative to Reading Recovery. Reading Recovery cannot work as a group intervention; only an individual intervention can work with a particular child's strengths.
- Work to make Reading Recovery an "owned" part of the educational system included in the ordinary tax funding of the system
- Private funding can assist if we recognize that it is a time limited solution, serving in a transitional phase, for example, for expansion to all schools.

Finally, Clay reminded us that the "devil in the cupboard," the unknown factor, is how high we can take these children. Believe that they can learn, and make it happen!

Foundations Panel Provides Counsel to Attendees

Scott Himelstein, President of The William D. Lynch Foundation for Children, convened a panel of distinguished representatives of private foundations to address the Academy. The following article reports their comments.

Uri Treisman, Dana Foundation, addresses the Academy.

Uri Treisman, Professor and Director of the Dana Foundation for Education, University of Texas at Austin, described the work of the Foundation as seeking to understand and have an impact on issues of significant educational interest. Given his familiarity with a wide range of educational issues and with Reading Recovery, Treisman made the following remarks to Academy attendees.

The overarching theme of Treisman's remarks was communication. Reading Recovery needs to communicate that it is a safety net which can lead to systematic change. It is not an administrative process.

Reading Recovery is confused with a cartoon version of whole language while it is in fact a program that incorporates strengths of many different reading theories. Reading Recovery proponents need to develop communications which describe what Reading Recovery is and how it works with any reading system.

Reading Recovery can benefit from developing natural allies among advocates for child centered approaches which start with the individual child's learning needs.

Reading Recovery needs to build the capacity to deliver Reading Recovery at the national level and to encourage local strategies for funding books, materials, resources, and training.

Victor Young, Senior consultant to the Rockefeller Foundation, and President of The Learning Communities Network, Cleveland, Ohio, identified strategies for Reading Recovery to use in seeking funding from private foundations and corporations. He identified the National Foundations Directory and Web Page as resources that are available to everyone.

Young encouraged Academy attendees to think of Reading Recovery as a solution to a funder's problem. For funders that are interested in supporting education and early childhood intervention strategies, Reading Recovery solves the problem of finding an effective program with a demonstrated record of performance. It also provides the funder with opportunities for partnering with the public school system in the area served by the funder.

Young described Reading Recovery as a part of the entire educational paradigm for kindergarten through third grade. He challenged participants to be clear about what Reading Recovery is and what it is not. Ultimately funding must come from the tax base, but private funding can assist in some situations. He charged us to look for innovative and improved structures for building the infrastructure for Reading Recovery and early literacy with Reading Recovery as an integral part of the system, not an add-on.

Young also encouraged Academy attendees to build local political constituencies which will support the goals of Reading Recovery and early literacy education in the schools.

Scott Himelstien (left) and Victor Young answer questions during their session on foundation and corporate funding.

Scott Himelstein, President of the William D. Lynch Foundation for Children in San Diego, California, shared four essential strategies for obtaining foundation and corporate funding.

One strategy is to get personal. Get acquainted with the individuals who serve on the board of the corporation or the foundation. Meet the staff members who review proposals and make recommendations to the decision makers. Look for common acquaintances – who do you know who knows someone who knows the person you need to know?

The second strategy is to do your homework. Get a copy of the organization's annual report or the mission statement. Look for consistency between your interests and their interests. Your proposal for funding Reading Recovery is not likely to be well received by an organization whose primary interest is the environment. Similarly, learn what size awards typically are granted to school systems. An application for millions of dollars may be totally inappropriate.

The third strategy is to recognize the contribution. Funders have a variety of needs for recognition, whether it is to continue to build the foundation's assets or to contribute to

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the corporate "good citizen" image. Providing recognition in a modest manner can go a long way in encouraging continuing support.

The fourth strategy is to provide feedback. Let the funder know how many children have been served as a result of the financial support provided. Invite the funder's representative to see a lesson and to learn directly about the progress being made in Reading Recovery. Encourage parents to communicate with the funder to express their appreciation. Send your annual report or other statistical updates to keep the funder informed about the program.

The foundation panelists were joined for ***Session #8*** by ***Jill Houska***, Program Officer of the San Diego Community Foundation, for small group discussions of these ideas.

Session #1: *Planning for the Effective Implementation of Reading Recovery and Descubriendo La Lectura*

Gay Su Pinnell, Trainer, The Ohio State University, Columbus, Ohio, chaired this session. Panelists participating in the exploration of implementation issues were ***Jerry Weast***, Superintendent, Guilford County Schools, Greensboro, North Carolina; ***Barbara Coulter***, Director of Communication Arts (Retired), Detroit Public Schools, Detroit, Michigan; and ***Trika Smith-Burke***, Trainer, New York University, New York City, New York.

This session presented an introduction to planning for implementation and elaborated factors to consider at various levels of planning. Key points of discussion were as follows:

1. **Rationale for planning:** Good planning can make a difference in whether an innovation such as Reading Recovery is implemented with quality and whether it has staying power. It is not possible to plan for every eventuality, but generally, the better the plan, the greater the likelihood of success. Good planning will:
   - Provide for broad-based ownership and support.
   - Clarify the purposes of Reading Recovery and its place within more comprehensive school reform efforts.
   - Help innovators achieve a common vision of what the program is, what it will do, and what it will look like in the future.
   - Provide for the long-range calculation of need for service and teacher training.
   - Lay the foundation for a long-range informative research and evaluation plan.
   - Set up systems that will promote continued support for the program.
   - Set up problem solving systems that will adjust the plan as needed to meet new needs or solve new problems in implementation.

Replanning may be needed when:

- There are inadequacies in the original plan because innovators did not have enough information.
- There are changes of personnel.
- There is acquisition of new information that brings new understandings.
- There is a change of circumstances such as the funding base or district organization.

2. **Levels of planning in Reading Recovery include:** State or region; district (teacher training site); district (consortium member); district (contracted services for training); and school.
3. **Important understandings to establish:** Reading Recovery and Descubriendo La Lectura (Reading Recovery in Spanish) are registered trade marks owned by The Ohio State University. The trademark indicates that the program is clearly defined and unique. When the name is used, educators, parents, and community members can expect that the quality indicators of a Reading Recovery program are in place. Those indicators are described in the training materials and in the Guidelines and Standards published by the Reading Recovery Council of North America. The trademark protects the investment that school districts, universities, and teachers have made in the program. The trademark represents the non-profit status of Reading Recovery. Use of the trademark is granted royalty-free to those educational systems which abide by the Guidelines and Standards of Reading Recovery.
4. **Planning at a state or regional level**: State and regional planning may be necessary and desirable in a variety of circumstances: state funding is acquired and state involvement is necessary for planning the distribution of the funds; several districts have implemented the program and coordination is needed; state agency provides leadership for establishing consortia to deliver Reading Recovery; several districts want to collaborate with a university to establish a university training site; moving a vintage implementation forward may require state level planning.
5. **Planning for a district with a teacher training site**: involves three phases: preparation and the initial plan; continued planning during the teacher leader training

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year; and continued planning during the start-up year.

Ten steps support the initial planning phase at a teacher training site:

i. Conducting fact finding about early literacy interventions.
ii. Forming a district team of stakeholders to guide the implementation of Reading Recovery over several years.
iii. Conducting awareness sessions and communicating about the program.
iv. Analyzing district needs and staff allocation.
v. Analyzing costs and preparing budget projections.
vi. Arranging for training a teacher leader or leaders.
vii. Making decisions about staffing models.
viii. Creating a time line.
ix. Creating an evaluation plan.
x. Compiling all information into a written implementation plan.

Phase two (during the teacher leader training year) incorporates five tasks:

i. Continuing to create awareness and increase understanding.
ii. Preparing the training facilities.
iii. Developing guidelines for recruiting and selecting initial schools and teachers to be involved in the program.
iv. Conducting selection processes for teachers.
v. Continuing development of the district implementation.

Phase three (first year of teacher training) consists of five tasks:

i. Analyzing work space and providing materials.
ii. Providing assessment training.
iii. Selecting children for the program.
iv. Providing initial training and monitoring the program.
v. Developing the school Reading Recovery teams.

Note: In consortium planning, the teacher leader will need to plan services across many districts; cooperative planning and scheduling will be helpful.

6. **Planning at the school level** involves developing a school team and a school plan. In this process the school administrator and teacher leader work together to form the school team and to select the teachers who will participate on the team. The team develops a plan which provides for supporting the program in the school.
7. **Addressing and overcoming barriers to success** is critical to the planning and ongoing implementation process. Successful innovators expect problems to arise. They consider problems to be "friends" that will help improve the work. They are glad that problems come to the surface so that everyone can be aware of them and address them. They use a team approach to finding solutions.

Barbara Coulter cautioned participants to attend to the following factors: In planning, consider the pace and timeline required for successful implementation; consider the emphasis of the program; consider the administrator's expectations for the planning process and for the implementation. Be flexible in your approach. Seek a full time site coordinator to foster the implementation. Insist on daily instruction of students. Share the vision of early literacy throughout the district.

Jerry Weast described the importance of a long-term commitment to the program. In his district those children arriving in first grade in the lower 20th percentile range are identified and placed immediately in the Reading Recovery program in schools where it is available and where there is space. Approximately 70% of these children reached proficiency levels at or above grade level last year. Reading Recovery is entering its fourth year in the Guilford County Schools and has expanded from fifteen elementary schools in 1994-95 to 46 schools in 1997-98. In 1994-95 there were fifteen Reading Recovery teachers. That number has risen to over 120 teachers in 1997-98. Only commitment to long-term implementation could achieve these results.

Massachusetts representatives draft their next action plan.

Session #2: *Data Collection, Reporting, Monitoring, and Follow-up for Reading Recovery and Descubriendo La Lectura*

This session was chaired by ***Carol Lyons***, Trainer, The Ohio State University, Columbus, Ohio. The panel included ***Lee Skandalaris***, Trainer, Oakland University, Oakland, Michigan, and ***Frank Purdy***, Assistant Superintendent, Manteca Unified School District, Manteca, California. ***Noel Jones***, Trainer, University of North Carolina at Wilmington, Wilmington, North Carolina, provided planning assistance.

The overall goal of the Research Strand of the Academy was to help participants learn how to collect, analyze, and report research and evaluation data to strengthen the implementation of the Reading Recovery program. More specifically, the session was designed to help participants: 1) understand what distinguishes Reading Recovery from other programs developed to address literacy needs of the lowest achieving readers and writers; 2) learn how to use statewide assessment data to demonstrate that former Reading Recovery students continue to make accelerative average band progress through fourth grade; and 3) learn how to collect and analyze student evaluation data to monitor the implementation of the Reading Recovery Program at the teacher, school, and district level.

In her opening remarks, Carol Lyons discussed eight characteristics of the Program that set it apart from other early literacy programs for low progress first grade students.

1. The research base for Reading Recovery spans four decades. Marie Clay's original dissertation study conducted in the early 1960's was followed by many exploratory studies to find out what procedures were most effective in enabling the lowest achieving children in first grade to make accelerative gains.
2. The research base for observing change in literacy behaviors spans four decades. The *Observation Survey* (Clay, 1985; 1993) grew out of the initial research conducted by Marie Clay in the early 1960's and is still being used today.
3. Research is ongoing. Researchers in the United States and other countries have conducted qualitative and quantitative studies probing various aspects of the program.
4. The program has changed in response to current research produced by others who have examined how children learn to read and write.
5. The United States has amassed twelve years of replication data on individuals to generalize from the results. Each child is a replication of the original study.
6. Twelve years of data replicating the original design has produced similar outcomes. The same results are achieved again and again with different children, different teachers, different school districts in rural, urban, and suburban areas, in different countries. Repeatedly producing the same effect with different students in different settings increases confidence in the program.
7. Systematic procedures for data collection and reporting are consistent across forty-seven United States.
8. Annual site reports documenting student outcomes are standardized and required for every Reading Recovery site in the United States.

The session, which included the following presentations by Frank Purdy and Lee Skandalaris, encouraged participants to use ideas and information presented to inform others about Reading Recovery. No program currently operating in the United States has a research base that spans four decades and can produce twelve years of data on every child served in the program to document success. When funding gets tight, ancillary programs generally are cut. Reading Recovery professionals and administrators should be encouraged to use data to argue that the program should not be considered by school and district personnel as ancillary, but instead considered a core part of the educational system.

For ***Frank W. Purdy***, from a Superintendent's frame of reference, the implementation of Reading Recovery raised the fol- ***continued on next page***

The Texas Woman's University team (left to right Billie Askew, Betsy Kaye, Yvonne Rodriguez, and Nancy Anderson) consider the expansion of Descubriendo La Lectura in Texas.

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lowing questions:

1. Can the program be replicated (within the district environment) since it requires the training of many teachers from different schools and the teaching of children with varying cultural discrepancies?
2. Can the program maintain its stated effectiveness when the teaching conditions often are not ideal and school administrative and staff support vary?
3. Are there assessment methods available that are not intrusive and that accurately demonstrate pupil performance when used by hundreds of teachers and with thousands of pupils?
4. Can statistical methods of analysis be found that measure variation, total population performance, and individual reading development?

Manteca Unified School District is a California district of approximately 16,000 pupils. This means that a first grade class has approximately 1,300 pupils with 65 teachers supported by 30 Reading Recovery teachers. Two teacher leaders train and support continuing training. The district needs about ten more Reading Recovery teachers for full implementation.

Manteca's data shows that the Reading Recovery Program replicates and achieves an 84% level of success with the bottom 20% of the first grade classes across the district. This matches the Reading Recovery research data. Five years of longitudinal study show that 85 to 100 per cent of discontinued pupils perform at grade level or above. Three years of data show that the training of kindergarten through third grade teachers in the administration of the Running Record (the instructional assessment of the district's Good First Teaching Program) has demonstrated a statistically insignificant level of variation in administration. Moreover, statistical methods that account for normal and special variation demonstrate that classrooms supported by Reading Recovery have significantly fewer reading failures when measured against the district mean.

Manteca's conclusion is that Reading Recovery replicates with a consistent success level (even though schools, teachers, and children vary), reduces reading failure by a statistically significant level, and teaches reading strategies that enable the pupil to maintain an average or above reading performance.

Lee Skandalaris reported the results of a follow-up study of the Reading Recovery program children from seven districts in Oakland County, Michigan. The students receiving sixty or more lessons as first graders in 1993-94 were compared to their peer group on their achievement on the Michigan Education Assessment Program (MEAP) Test administered in September-October 1996 to all Grade Four students in the state of Michigan. The research analysis was conducted by an outside evaluator, Dr. Ernest Bauer, Director of Research and Testing, Oakland Schools, in Waterford, Michigan, with the assistance of Lee Skandalaris, Trainer at Oakland University in Rochester, Michigan. Discussion of results follows.

The MEAP Reading and Mathematics Tests are administered statewide to all Grade Four students in monitored, controlled settings to ensure reliability throughout the state. This test is highly regarded in research literature for providing longer, uncontrived passages in story narrative and expository reading; asking questions tied to inferencing and text-structured taxonomies; and evaluating students' awareness of reading strategies and their attitude toward reading (Valencia and Person, 1987 ; Wixson et. al., 1987). Results are widely reported in the media.

The research process required individual search in an effort to locate all students still residing in the county. The results of the search revealed that 69.2% (164 students) of the 237 discontinued students' scores on the MEAP and 55.6% (20) of the 36 non-discontinued students were located. The Reading Recovery students were compared to the 4150 peers in their districts. On the MEAP a scale score of 300 is considered satisfactory.

There were no significant differences on how the discontinued students (164) performed on the story narrative passage and math test when compared to the peer group (4150). There was a significant difference on the expository passages. The non-discontinued students (20) were significantly different showing poorer performance on all three measures.

Looking beyond the average scale score into intervals of performance on the MEAP Reading Story passage, Expository passage, and Math test, an exciting discovery was made.

The average score suppressed the true picture. For example, on the Story Passage, the discontinued students had a lower percent of students in the lowest range of scale score (209-289) and the highest range (330-350). However, there was a greater percent of students in the average band (290-329) than the comparison group. These results were impressive considering four of the seven districts are the highest scoring districts in the county.

The lowest achieving students in Grade One as a group had shifted from the tail end of achievement toward the middle. Similar results had been noted the previous two years with smaller cohorts of children.

The Second North American Leadership Academy is scheduled for April 7 - 10 , 1999, in San Antonio, Texas.

Session #3: *Issues of Efficiency, Effectiveness, and Cost Benefits in Reading Recovery and Descubriendo La Lectura*

This session was chaired by ***Billie Askew***, Trainer, Texas Woman's University, Denton, Texas. Panelists contributing valuable information about the issues were ***Marjorie Condon***, Fall River, Massachusetts; ***Mary Jackson***, Fort Bend, Texas; and ***Leslie Fausset***, Poway, California.

The following issues were addressed:

1. **The importance of full coverage or full implementation:** Full implementation is defined as having sufficient trained teacher time available to serve all of the children needing the service in the school, the district, or the state. Schools and systems move to full coverage over time. During partial implementation, it is important to be persistent and to focus on successes of individual children. Suggestions for moving to full coverage were shared.
2. **The importance of daily teaching:** There is evidence that "lost lessons" are largely due to teachers who are unavailable to teach because of other duties or scheduling problems within the school. The importance of daily lessons was discussed relative to getting more children through the program in a year and relative to the need for the children to return to their new learning immediately and consistently. Suggestions to increase daily teaching opportunities were discussed. (See *Literacy, Teaching and Learning*, Volume 2, No. 2, for an article about lost lessons.)
3. **The importance of the quality of the teaching:** Children who require special help need highly skilled teachers who are flexible in their work in meeting the needs of very different children. Schools and systems are challenged to participate in Reading Recovery. The importance of Continuing Contact sessions to ensure ongoing development of teachers' skills with children was highlighted. (See the Spring 1996 issue of *Network News* for an article on continuing contact, and the Winter 1996 issue for an article on professional development of teacher leaders.)
4. **Staffing models and renewing teachers:** Possible staffing models for delivery of Reading Recovery services were discussed. It was suggested that it is important to consider the qualities of the individual teachers when deciding on models within schools. Panelists stressed the importance of staffing models that promote the relationship between Reading Recovery and classrooms in order to avoid isolationism. One model that encourages Reading Recovery teachers to return to full time classroom positions after a few years in Reading Recovery was cited as a way to build ownership of the program, to provide more flexibility in staffing and increase potential coverage, and to continue to have training classes, keeping the program dynamic and expanding.
5. **Ways of evaluating your efforts:** Ways for schools and systems to document their successes were shared. The value of brief school reports was discussed. The importance of providing ongoing advocacy for former Reading Recovery children was stressed. Panelists also shared other district literacy efforts that support the success of Reading Recovery and the role of Reading Recovery within a comprehensive plan.
6. **Ways to consider cost-benefits:** Presenters discussed the complexity of cost analysis of Reading Recovery. Cautions about interpreting reports about costs and about conducting cost studies were mentioned. Marjorie Condon presented a cost analysis from her district in Massachusetts. (See the *Network News*, Winter 1996 for this study.)

More specific reports from individual panelists follow:

Mary Jackson, Director of Special Programs, Fort Bend Independent School District, Sugar Land, Texas, reported that Fort Bend ISD is in its fourth year of implementation of Reading Recovery. Although we are not at full implementation districtwide (average daily attendance is 50,000), we are at full implementation in sixteen schools with 43 teachers, two teacher leaders, and one teacher leader in training. Our goal is to institutionalize Reading Recovery within our districtwide literacy efforts, and we are succeeding in this regard through a system of support and teamwork. A key to our program effectiveness is commitment at all levels in the district to program integrity and excellence. Important issues which we attend to are teacher excellence; effective implementation models; and evaluation for program improvement and cost-effectiveness.

Over the past three years in norm referenced national standardized tests, Reading Recovery graduates are reading at 89% success rates across the district at the end of the third grade.

Leslie Fausset

Our team effort involves commitment and support from all levels of the organization in recruiting and retaining teachers and in selecting sites and

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implementing the program. A team (Reading Recovery teacher leaders, site coordinator, Title I supervisor, and Language Arts Coordinator) screens and interviews applicant teachers and applicant sites. A variety of implementation models are in place which fit the needs of individual teachers and applicant sites. Daily teaching is emphasized in a number of ways. This summer was our first in terms of extending the year for students nearing discontinuation. An Academics 2000 grant further supports our program for training all kindergarten through second grade teachers at selected campuses in effective early literacy strategies. Campus-based School Literacy Teams serve to bolster program effectiveness to an even higher degree.

Our evaluation model includes looking at such data as TAAS state assessment scores, ITBS scores, grades, retention rates, reports from school literacy teams, referrals to special education, etc. A key to program support is our dissemination of evaluation results in a number of venues including presentations at our districtwide Reading Recovery Advisory Board meetings and principal meetings. Inviting school board members to behind-the-glass sessions has proven most meaningful. Seeing a student in action is perhaps the best argument for cost-effectiveness. In addition, we point to the many indirect benefits of the program, such as the training which Reading Recovery teachers provide to classroom teachers across the district.

We are focused upon a full implementation model which ensures integrity of the program and one which maintains and enhances a deep commitment by individual team members and the district as a whole to Reading Recovery. Therefore, we have created a system of support which is anchoring Reading Recovery in our overall districtwide literacy plan.

Marjorie Condon, Assistant Superintendent, Fall River Public Schools, Fall River, Massachusetts works in a district which undertook a cost effectiveness analysis in order to respond to questions regarding the costs of Reading Recovery which came from the state legislature and to address internal training issues for new personnel. In our analysis of alternative costs for special education, Title I, and retention compared to the total Reading Recovery costs, the district clearly was advantaged by the availability of Reading Recovery as an intervention which reduced the use of the alternative programs.

Our analysis reflected a number of variables specific to our district. For example, we used our maximum teacher salary because most of our Reading Recovery teachers are veteran staff members; at the same time, our maximum salary is relatively low in comparison to statewide averages. Other variables include the percentage of special needs and Title I students, the average cost of serving these students, and the average length of time they remain in our programs.

Billie Askew, Judith Neal and Marie Clay (left to right) exchange ideas during a break at the Academy.

Although the net savings figure of a two-year Reading Recovery implementation is impressive, the dollar amount does not translate directly into a reduction in our school department spending. Rather, it is an estimate of the resources that will not be needed for teaching basic literacy skills in the long term, thereby allowing for funds to be shifted to meet other important needs.

For example, in our urban district, socioeconomic and behavioral factors are highly correlated with early academic failure. Because literacy failure is the earliest and most troublesome outcome to emerge from these factors, it becomes the focus for identifying and helping these children. Services are concentrated on the symptom – literacy failure – rather than the underlying cause. Children with attention deficit disorder, for example, may receive many years of literacy tutoring that absorbs most of the staff time available to them. When their literacy problems are corrected early by Reading Recovery, however, compensatory staff are free to help such students in other ways such as in acquiring the organizational skills needed to achieve on all subjects.

Classroom teachers, too, are able to improve instruction for all children since they will be spending less time with students who need help in reading and writing as the trajectory of progress from low to average for the lowest 20% of the first grade children changes because of early intervention.

Demonstrating the cost-effectiveness of Reading Recovery in these terms helped us to achieve change in our district's policies and to support passage of favorable state legislation. We encourage other districts to analyze and demonstrate cost effectiveness in their own contexts because it is a critical issue in the expansion of this remarkable early intervention program.

Leslie Fausset, Area Superintendent, Learning Support Services, Poway Unified School District, Poway, California, indicated that the effectiveness of Reading Recovery in our district has been in its role for creating a culture which focuses on its commitment to literacy. Our 31,000 student district

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(kindergarten through twelfth grade) has taken the theoretical underpinnings of Reading Recovery and used them to create a myriad of other programs.

First we put Reading Recovery into place. Then we established a professional development model for literacy and teaching of reading for first grade teachers. Over a five year period, we have expanded this staff development program to first through fifth grades, and we now are modifying it for teachers in the fourth through eighth grades.

The staff development program led to a peer tutoring program in which fourth and fifth grade students serve as tutors to first graders. The educational program for these young tutors extends over a six week period and assists them in understanding the strategies they use to read so that they can understand how to read to first graders and how to listen to first graders read.

Currently we are training parents and senior citizens like the fourth and fifth grade students to facilitate the parents' and senior citizens' work as reading tutors to middle school students. We also have initiated a signed letter of commitment to literacy between the school and parents in which the school guarantees the parents that their child will be reading at level by the end of the third grade.

Tracking of Reading Recovery graduates through the fifth grade shows an 89-90% success rate in sustaining reading achievement. Over the past three years in norm referenced national standardized tests, Reading Recovery graduates are reading at 89% success rates across the district at the end of the third grade.

We have accomplished this due to our culture of commitment to literacy. It takes time – it does not happen overnight. But Reading Recovery was the beginning for us. We learn every year and strive to create a much higher refinement of instruction throughout the district.

Session #4: *Building Ownership for Reading Recovery and Descubriendo La Lectura*

This session was chaired by ***Irene Fountas***, Trainer, Lesley College Center for Reading Recovery, Cambridge, Massachusetts. Panelists included ***Cecelia Osborn***, Curriculum Leader for Literacy, Long Beach Unified School District, Long Beach, California; ***Karen Matheny***, Director of Title I, Framingham Public Schools, Framingham, Massachusetts; a team from Greenfield Public Schools in Greenfield, Massachusetts including ***Michael E. Smith***, Director of Instructional Services, ***Gail Healy***, Principal of Four Corners Elementary School, ***Martha Tenney***, Reading Recovery and Title I teacher, and ***Carol Reddy***, classroom teacher at Four Corners Elementary School; and ***Patricia Kelly***, Trainer, California State University at San Bernardino, San Bernardino, California.

This session focused discussion on Reading Recovery as a part of a comprehensive approach to literacy and on building school teams to support the implementation of Reading Recovery. Several factors which contribute to the development of ownership in Reading Recovery were shared by panel members from three very different districts. Four key factors emerged as significant across the districts:

1. **Shared ownership:** Many different people are engaged in supporting Reading Recovery throughout the district. Reading Recovery teachers have a wide base of support by a team of colleagues within the school and across the district. Reading Recovery children are monitored by many people; thus, the responsibility for the children's success belongs to more than the Reading Recovery teacher, and their success is due to the efforts of many people.

   Another factor that helped spread ownership of the program was developing a comprehensive approach to literacy at the school and/or district levels. A comprehensive literacy program was defined as involving a wide variety of components including a good classroom literacy program and a safety net for children who are low achieving in the classroom's good instructional program.
2. **Understanding the program:** A key factor in developing ownership and success is the extent to which administrators understand the rationales that undergird the program. This requires ongoing learning about Reading Recovery by district and school administrators, including observations of Reading Recovery lessons and being informed and included in decisions about the program within each school. When administrators understand Reading Recovery, they are more likely to value what Reading Recovery teachers and teacher leaders do and to protect teachers' time for Reading Recovery.
3. **Communication:** Central to all of the above is communication about rationales which will lead to good planning and decision making. The more effective Reading Recovery teachers and teacher leaders are communicating the whys of the program and inviting ongoing conversations about Reading Recovery, the more successful will be the implementation of Reading Recovery within a school and across the district.
4. **Documentation:** Careful documentation of success stories of individual children and data collection about the program within a school and across the district

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should be ongoing from the beginning of the implementation and shared with administrators, school board members, teachers, and parents to build both understanding and ownership.

Cecelia Osborn emphasized that many elements must be in place in order to maximize the impact of Reading Recovery. Key elements are as follows: (1) content standards which are compatible with Reading Recovery goals and philosophy; (2) classroom instruction which builds on what children can do, supports the reciprocity of reading and writing, and includes interactive writing and phonemic awareness; (3) staff development to ensure that there are good classroom programs; (4) assessment tools which measure children's reading and writing of text; and (5) inclusion of Reading Recovery trained personnel in key district positions related to literacy. As the district has continued to build ownership for Reading Recovery at all levels, they have made every effort to ensure that nothing they do conflicts with Reading Recovery concepts or philosophy. They have included Reading Recovery as one element of their comprehensive literacy program.

Karen Matheny focused her comments on the importance of having a plan or a vision for literacy for one's district. Reading Recovery is only one part of the entire plan to make sure that all children succeed and become readers and writers. She also emphasized the importance of including all stakeholders in the process at the administrative, teaching, and community levels. Frequent information and decision making meetings are held to foster this strategy. Supporting teachers, teacher leaders, and principals in their implementation efforts also strengthens the program. Finally, using "success stories" for public relations purposes externally and internally and the publication of service data support the continuation and expansion of the program.

The Greenfield Public Schools team provided a living example of the team building process for early literacy.

Michael Smith presented the premise that Reading Recovery cannot succeed unless it is viewed as a systemic change, which implies a sharing of elements of the knowledge base beyond the Reading Recovery teachers themselves. A necessary condition for successful implementation is that principals and administrators must understand the rationales which undergird Reading Recovery. Equally important is that these rationales be shared with classroom teachers and other building professionals.

School based teams play a significant role in this sharing of the Reading Recovery rationale. The teams develop a shared commitment for achievement in reading and writing for every student, but especially for the lowest performing students. ***Gail Healy*** described the evolution of the team in her school. Initially, selected faculty were members, but eventually the team incorporated all faculty. The literacy team meets twice a month and reviews the total literacy program and running records for specific children who need special attention. The team members observe Reading Recovery lessons and training sessions and discuss the rationales behind the educational process. The team has established two "literacy closets" which are available for all teachers to use to improve their literacy programs. The team has developed a comprehensive literacy program for children in kindergarten.

Martha Tenney reported on her school's experience with Reading Recovery in its first year at the school. Reading Recovery really helped the literacy team to focus and to come up with answers to hard questions and to act like a team like never before. Discussion of what is the average first grade reading level was lively and complex. The team limited Title I services to early literacy and did creative problem-solving to address the needs of children in higher level grades. Defining and obtaining sufficient staffing for Reading Recovery was essential, and progress is still being made to insure sufficient tutoring time for the number of children who need Reading Recovery. The team explored a staffing model which would benefit the most children in the most effective way consistent with their allocation of Title I resources.

Carol Reddy described the development of the literacy team in her school and its efforts to support Reading Recovery. To develop shared understandings, the team attended literacy network meetings and developed a common language for communicating with each other. Team members observed Reading

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Canadians Irene Huggins, Dianne Stuart, and Paul Addie plan for Reading Recovery in Canada.

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Recovery lessons and training sessions. Discussions following the observations were helpful in improving classroom practices which in turn has provided long-term benefits for students returning to the classroom following the completion of Reading Recovery lessons. The team dialogue includes successes and challenges and setting of short and long term goals. The team has made the progress toward an effective Reading Recovery program and good classroom literacy programs become a reality.

Session #5: *Grant Writing Workshop*

Betsy Case, formerly National Accounts Manager for CTB/McGraw-Hill, Monterey, California, and currently Senior Program Director for Harcourt Brace Educational Measurement, San Antonio, Texas, conducted a workshop session on grant writing for public and private funding. The following points summarize her presentation:

1. **Ideas: the lifeblood of an organization:** Brainstorm with your colleagues to identify and draft program ideas which may become grant proposals.
2. **Identify funding sources for your idea:** Explore public and private funding sources through government and private resources.
3. **Consider the difference between requirements for public and for private funding:** Also consider continuation funding of the idea following initial funding. Most funders will want to know that the idea will continue as a result of their support.
4. **Do a reality check:** Are the idea and program that you have devised feasible? Do you have the staff or volunteer resources to complete the proposal process in a timely and professional manner?
5. **Follow basic steps for writing the proposal:** Use a chart or a check off list to organize your work.
6. **Follow the proposal format required by the funder:** If such a format is not provided, create an outline for yourself to follow so that all points you want to make are included.
7. **Create a check list for all items requested by the funder:** Be sure to include organizational background items as required, for example, articles of incorporation, bylaws, advisory board roster, and similar items.
8. **Final hints:** Proofread. Check math. Complete all blanks on application. Sign and date. Include letters of support and resumes as requested. Check address and timeline for delivering the application. Review sequences in application form or request for proposals. Include all required documentation. Make the submission deadline.

Session #6: *Examining the Legislative Process at Federal, State and Local Levels*

Scott Himelstein, President of The William D. Lynch Foundation for Children in San Diego, California, convened this panel of experts in grassroots advocacy. Panelists included ***Steve Erpenbach***, State Director for United States Senator Tom Daschle, Sioux Falls, South Dakota, and ***Carmen Irene Mullinex,*** District Director for California Assemblyman Jan Goldsmith.

Key points made by the panelists are as follows:

1. **Understand the difference between the federal and state legislative organizations:** Although there are similarities in the process, the scope of responsibility for state and federal legislators differ significantly. In each state there is an upper and a lower house (chamber) of the legislature. Generally, the officials elected to the upper house have substantially more constituents in their districts and there are fewer elected officials. This is similar to the federal system in which there are two Senators per state and many more Representatives (except for very small states).
2. **At both the federal (Congress) and state level (legislature), there are many committees in each chamber.** These committees have responsibility for budget/finance, education, and many other topics. It is important to know which committees consider legislation of interest to you.
3. **Most committees have designated staff responsible for the committee's activities.** These staff may also be assigned to specific legislators. Getting to the staff helps you communicate with your legislator even if he or she is not available to you at a particular time due to other obligations.
4. **The legislative process is similar at the federal and state level.** Legislation (bills) are introduced into either chamber, although finance bills usually originate in the lower chamber. Following the review and amendment procedures in the chamber in which the bill was introduced, the bill goes to the other chamber for consideration. There more amendments may occur and the bill will be returned to the original chamber for reconsideration. A conference committee composed of members of both chambers may be appointed to resolve differences between the two chambers.

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Eventually, the bill must be passed in the same form by both chambers prior to being sent to the chief elected official (Governor or President) for approval. The bill may be signed or vetoed. If vetoed, the legislature may attempt to override the veto and enact the law without the chief elected official's approval.

5. **Frequently, the process just described takes months to happen.** It also happens that the vast majority of bills introduced never become law. So vigilance and persistence are necessary to enact legislation in which you are interested.
6. **Working with legislators at any level (including the local level for school board members, city council members, and others) requires the development of a relationship** with those officials. Key ways to do this include: providing information to the official about your program and interests, providing opportunities for the officials to observe lessons and behind the glass sessions, providing data about the effectiveness of the program, providing publicity to the officials for their interest in the program, and responding to inquiries about the program in a timely and accurate manner – including getting information back to the official if you do not have an answer at the time of the question.
7. **Maintaining contact with elected officials over time** helps to insure that they will call you when questions arise about your program. Keeping staff members informed and appreciated will further your interests as well.

Session #7: *Government Funding Sources*

This session focused on presenting the message of Reading Recovery to various government funding sources. Organizing to make the presentation for direct state funding was one portion of the presentation. Providing a rationale for the funding was the other focus of the presentation. The panelists included: ***David Moriarty***, Director of Language Arts and Reading, Medford Public Schools, Medford, Massachusetts; ***Lance Landauer***, Superintendent, Conewago Valley School District, New Oxford, Pennsylvania; ***Loila Hunking***, Child Care Coordinator, State of South Dakota, School Board Members, Sioux Falls, South Dakota; and ***The Honorable Robert L. McGinnis***, State Representative, Vice Chairperson of Education Committee, State of Arkansas, Marianna, Arkansas.

On organizing to obtain direct state funding, the panelists made the following recommendations:

1. Develop a state task force to guide the process.
2. Garner leadership and support from the university training center in the state.
3. Create a directory of all Reading Recovery personnel in the state.
4. Quote reputable studies in making your case.
5. Develop the state roster into an annotated reference list of who in Reading Recovery has contacts with which state legislator, which news media personalities, and involve each of these contacts in the advocacy process.
6. Get Reading Recovery stories into the newspapers and on television and radio as well as in special interest reports.
7. Get support at the top, especially the chairpersons and members of the education committees in both legislative houses and the leadership in each party in each house.
8. Purchase a legislative directory from the state house book store to gain access to all legislators' phone numbers, fax numbers, addresses, committee assignments, etc.
9. Tell legislators the two things they want to hear: that Reading Recovery saves money in the long run and that Reading Recovery stops children from entering special education programs.
10. Do your research (or help legislators with theirs) to demonstrate the facts of #9 above.
11. Assign members of the state task force to gather letters from literacy experts in colleges in your state and from

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The Lynch Foundation Singers entertain the Academy.

State Representative Bob McGinnis shares his experience in legislative action.

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across the nation to submit as a packet to members of the legislature.

12. Collect letters from superintendents in support of Reading Recovery. These have great impact with legislators.
13. Collect letters from Reading Recovery parents and children which also have a significant impact.
14. Use massive phone, fax, and letter writing campaigns at strategic points in the legislative process – within a few days of introduction, at the time of critical votes, etc.
15. Word the legislative language carefully but briefly if possible to keep the process and discussion as uncomplicated as possible.
16. Thank everyone who worked to support the effort. You probably will need to call upon them for support again in the future.

Presenting the rationale for funding included the following points.

Reading Recovery has been characterized as an expensive program. In fact, it is not an expensive program when compared to other alternatives. It is an extremely cost effective solution to problems of literacy at the primary level.

We continue to judge cost effectiveness based on the number of children for whom we provide a program rather than the number of children who are helped by the program which we provide. When one counts the number of first grade children who actually become literate (85-90% of 7 to 11 children) per half day of Reading Recovery teacher time and with the rate of literacy achieved through retention, typical reading remediation, learning disability intervention, etc., there is no doubt that Reading Recovery is most cost effective.

Lance Landauer discusses success rates in Reading Recovery.

Assuming a similar population over a similar period of time, which heart surgeon has the most cost effective service?

Surgeon #1 30 surgeries
15% success rate
4-5 patients lived

Surgeon #2 10 surgeries
90% success rate
9 patients lived

Maybe a better question would be: Which surgeon would you want for your operation? Now substitute reading intervention for heart surgery. Which system would you want to be used with your child?

Reading Recovery is without question a cost effective intervention and when compared with other alternatives it is an inexpensive program.

Special Feature:

Video Presentation by The Honorable William F. Goodling

The responsibilities of governing detained Chairman Goodling, U.S. Representative from Pennsylvania and Chairman, U.S. House Committee on Education and the Work Force, from attending the Academy in person. He took time, however, to videotape an interview with Scott Himelstein to share his views about Reading Recovery and the Congressional legislative process.

Congressman Goodling reflected on his visit to a school in his Congressional district in Hanover, Pennsylvania (Conewago Valley School District) where he observed a Reading Recovery lesson. While there he talked with the Reading Recovery teacher, the student, the parents, local school officials, and representatives from Shippensburg University and the Reading Recovery Council of North America. He encouraged Academy participants to make such opportunities available to all members of Congress and to state and local officials as well.

Goodling described the law making process in Washington as challenging and responsive to citizens' interests. He thanked Scott for his representation of Reading Recovery and for helping educate him about the program. He recommended that all Reading Recovery advocates become involved in the legislative process by educating their representatives about the program. He cautioned everyone to understand that the balancing of the federal budget was the highest priority and that educating our citizens for the future would continue to be a high priority within budget constraints.

Evaluating a first effort such as the Leadership Academy requires attention to the responses of the participants. Most representative of the evaluations came from a West Coast school district team which said: *"We came here as individuals looking for help. We'll be in San Antonio as a team presenting our success as a result of this experience!"*

What the Participants Said ...

The evaluations asked for participants' assessment of the overall quality of the Academy and the organization of the Academy on a five point scale with 5 being the most favorable. Only a few participants ranked the Academy as a 3, a few more ranked it as a 4, and the vast majority ranked it as a 5. A wealth of evaluative information and recommendations for future endeavors of this type was contained in narrative responses to questions about the most helpful aspects of the Academy, topics for future Academies, and suggestions for keynote and general sessions. In addition, participants provided narrative feedback on each of the eight sessions offered as breakout sessions.

Items which were most valued by participants were Marie Clay's participation and the involvement of teams of personnel from implementation sites. Ideas for future consideration included opportunities for teams to work together in a more structured manner to develop their site plans. Also included were suggestions for stratifying the presentations for new sites, relatively new sites, and vintage sites. Involving the "movers and shakers" and local decision makers in working with teachers, teacher leaders, and site coordinators also was valued.

A complete report of the evaluations will be prepared for the planning committee's review and for incorporation into the planning for the Second Leadership Academy.

Scott Himelstein, Joetta Beaver, Bill Lynch, and Jean Bussell celebrate the Academy's success.

READING RECOVERY COUNCIL OF NORTH AMERICA

VISION: The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

MISSION: The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

PURPOSE: The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

Annual Fund Established

The Council is pleased to announce the creation of its "Annual Fund for Reading Recovery." The purpose of the Fund is to provide support for the Council's ongoing projects and for new projects. The Fund's success will assist the Council in keeping membership dues at the current level for the foreseeable future.

In announcing the creation of the Fund, former Development Committee Chairperson David Moriarty states that "the Annual Fund provides an opportunity for Council members and friends to support the Council's vision, mission, and purpose above and beyond their annual dues payment. The Annual Fund will serve as the base for the Council's total development program which eventually will include corporate and foundation grants, planned giving opportunities, and a variety of other options."

Since the Council has received charitable status under the Internal Revenue Code of the United States Government, contributions to the Reading Recovery Council of North America Annual Fund are deductible as charitable contributions for income tax purposes. Contact your accountant with any questions you may have about the deductibility of contributions for your own tax returns.

The envelope included in this issue of Council Connections is for your convenience in making a contribution. Thank you for your support.

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school board members, university faculty members and administrators, state education staff and board members, as well as Reading Recovery teachers, teacher leaders, site coordinators, and trainers. They represented sites in various stages and levels of implementation. Some were in the initial planning stages. Others had implemented Reading Recovery in varying degrees from two to twelve years. Regardless of the stage or level of implementation, the experience proved to be very exciting, rewarding, and thought-provoking. All who attended left with new insights, renewed commitments, and tentative plans of action for their school, site, district, state, or province.

This issue of the *Council Connections* is published as a special report from the Academy. Dr. Marie Clay was the keynote speaker. Billie Askew, Irene Fountas, Carol Lyons, Gay Su Pinnell, Trika Smith-Burke, Patricia Kelly, and Noel Jones developed the sessions for the Implementation and Research strand. Scott Himelstein developed or arranged for the sessions in the Funding and Advocacy strand. The success of the Academy was the direct result of the hard work and talents of these people as well as Council staff members Jean Bussell, Julie Reeves, and Holly Bartholomew. Each session was well done and well received. Everyone was most appreciative of each of the presenter's time, expertise, skill, and high level of commitment to strengthening the implementation of Reading Recovery.

The Council wishes to thank Marie Clay for her leadership in the Academy. The Council also thanks the Planning Committee without whom the Academy would still be an idea without implementation. Thanks to all of the presenters for their contributions to the discussion, and to the sponsors and exhibitors for their financial support and presence.

If you were unable to attend this past summer, don't despair. The Council will conduct the Second North American Leadership Academy in San Antonio, Texas in April of 1999. If at all possible, plan to attend and bring a team from your school, district, site, state, or province. You won't be disappointed.

I would like to welcome all of our new members who are receiving their first copy of the Council Connections. Over one thousand people have joined the Reading Recovery Council of North America over the last two months. The Council presently has over seven thousand members who are committed to the goals of early literacy for every child and access to Reading Recovery for every child who needs its support. As new and renewing members, please plan to attend the RRCNA membership gathering while attending a Reading Recovery conference. Representatives from the Board of Directors and various committee chairs will share brief updates and listen to your successes, challenges, and recommendations.

The Board of Directors and I appreciate all you do on an on-going basis as teachers, teacher leaders, trainers, site coordinators, and partners to make a difference in the lives of children. Hope to see you at the 1998 Reading Recovery Conference and National Institute in Columbus, Ohio. Thank you for your continued support!

Executive Director's Message

Jean F. Bussell

Autumn at the Reading Recovery Council of North America has been filled with as much activity as the beginning of the school calendar in every community throughout North America. A very short pause in activity after the North American Leadership Academy in early August has been followed by a sustained flurry of activity.

Topping the list has been the receipt of over 1000 new membership applications in less than eight weeks! We are delighted to have this kind of interest as a part of the fall promotional effort. To us it means that the purpose of the Council and the work of the Board, the Committees, and the staff are recognized as critical to the success of every individual associated with Reading Recovery. Many Reading Recovery teachers in training and teacher leaders in training are joining the Council. Many teachers and teacher leaders who have been thinking about joining are joining this year. And many site coordinators, classroom teachers, and principals are joining us in support of the success that Reading Recovery has in teaching children to read and write. We thank you for your support and urge you to inform your friends and colleagues about the Council and the value of membership in the Council.

I am pleased to report that our staff is expanding to three full time positions this fall. We have hired an assistant (Paula Dayhoff) to work with Julie Reeves and me to insure the timely delivery of membership benefits to new and renewing members and to assist in responding to the hundreds of membership inquiries we receive each month. In addition, Paula will help us identify new products and services which the Council can offer to our members. You will be hearing her voice on the phone soon. Please join Julie and me in welcoming her.

I think you might be interested in knowing what some of my priorities are for the next year. These priorities have been established in conjunction with the officers of the Council and the guidelines of the Strategic Plan. Over the next several issues of *Council Connections* you will see evidence of our activities in fulfillment of these priorities.

- Complete conversion to the new membership and accounting software system.

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- Complete the first financial audit and federal and state reporting processes.
- Implement key provisions of the Strategic Plan, including but not limited to:
- Timely and appropriate membership services and new member recruitment.
- Establish an annual fundraising campaign targeted to members.
- Establish a corporate and foundations fundraising/development program.
- Establish a national public relations program for Reading Recovery.
- Develop the government relations program beyond its current capacity.
- Establish and maintain a web site.
- Establish a Reading Recovery Professional Registry or credentialling program.

For those of you who teach children every day, these priorities may seem a little foreign - just as teaching does to me! All of these activities are designed to enhance your daily work by facilitating access to funding, by communicating our message to broader publics, by keeping your dues low through acquisition of alternative funding sources for the Council, and by insuring that you receive the services you want as members.

It will be an exciting year for all of us! While you are focusing on teaching every child you serve to read and write, the Council will be focusing on helping you do that very thing. As always, we welcome your suggestions as to how we can better serve your needs. Thank you for your continuing support.

Announcements for your attention

Matching Gift Received

The Council's new endowment fund will grow by $2000 as a result of a gift from a donor from Texas. The gift of $500 will be matched on a three-to-one basis by EXXON Corporation's Education Foundation through EXXON's Educational Matching Gift Program. The gift is designated for the Endowment Fund to support the long term growth of the Council and of Reading Recovery in North America. The Council thanks this donor for her leadership in building for the future of Reading Recovery.

Special Announcement: Membership Renewal

The following information is provided in response to many inquiries which we have regarding the Council's membership renewal process.

Each mailing which you receive from the Council has your Council membership number and membership expiration date on the address label. Membership expiration dates vary by individual so that whatever time of year you join the Council, your membership renewal always is due twelve months later. Many members mark this time by the Reading Recovery Conference which they attend where they joined the Council and routinely renew their membership. Others mark it by the beginning or end of the school or calendar year.

Approximately one month before your membership is due to expire, the Council will send you a membership renewal notice. Unless there are extenuating circumstances, your membership renewal date stays the same. If you send your dues early, you receive credit for the full twelve months following your membership renewal date. If you send your dues after your expiration date, your membership renewal date still goes forward from your expiration date. Until you are delinquent in sending your dues by more than three months following your expiration date, your membership benefits continue. After that, you receive a final notice and are subject to loss of membership benefits.

If you have any questions about your membership, please contact the Council at 614/292-7111 or by mail at Suite 100, 1929 Kenny Road, Columbus OH 43210-1069. Thank you.

Best of the Running Record

The *Best of the Running Record* publication is out of print. Many individuals are using old membership applications and order forms which still include this publication as a purchase choice. However, do not order it at this time!

The Council's Training Advisory Committee and Publications Committee are revising the publication, removing outdated articles and incorporating articles from more recent issues of *The Running Record* Newsletter. Watch for an announcement about the availability of the revised publication in future issues of the Council's newsletters.

Thank you for your cooperation in this matter.

Membership Meeting Reminder

Attend the Annual RRCNA Membership Meeting on Tuesday morning, February 3, 1998, at 7:15 AM (Continental Breakfast) at the Greater Columbus Convention Center in Columbus, Ohio. The meeting is being held in conjunction with the Reading Recovery Conference and National Institute. President Joetta Beaver and Council Standing Committee Chairpersons and staff will brief the members on various Council programs. Members will have an opportunity to participate in discussions and raise issues for consideration by the Board.

Attend the 13th Annual Ohio Reading Recovery Conference and National Institute including Preconference Institutes from January 31 through February 3, 1998, at the Greater Columbus Convention Center in Columbus, Ohio. Keynote speakers are:

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Gay Su Pinnell, Dorothy Strickland, David Rose, and Margaret Mooney. In addition, featured speakers include: Reading Recovery Trainers Jane Ashdown, Diane DeFord, Mary Anne Doyle, Rose Mary Estice, Irene Fountas, Mary Fried, Clifford Johnson, and Carol Lyons, and Teacher Leaders Joetta Beaver, Janet Richardson, and Sue Van Hueren. In addition, over 150 individual sessions, including study sessions, will be offered. Contact First Class Conferences at (614)846-7932 for registration information.

Council Program Standing Committee Members are invited to attend the first annual meeting of all Program Standing Committees. The meetings will be held following the Conference from 3:00 PM till 10:00 PM on Tuesday, February 3, 1997, at the Hyatt Regency in Columbus, Ohio. Contact your Standing Committee Chairperson for details.

Council Sponsors Grassroots Advocacy and Fundraising Symposium

The Council is sponsoring a two-day grassroots advocacy and fundraising symposium on March 19 and 20, 1998, in Charleston, South Carolina. The Symposium is being held in conjunction with the Reading Recovery Training Centers at Clemson University and the Watson School of Education at the University of North Carolina at Wilmington.

The Symposium will feature **Scott Himelstein**, President of The William D. Lynch Foundation for Children and Principal in Himelstein and Associates, and **Betsy Case**, Senior Program Director for Harcourt Brace Educational Measurement Company. Both Himelstein and Case were featured speakers at the North American Leadership Academy in San Diego last summer.

Himelstein will provide a full day workshop with half the day focusing on grassroots advocacy for Reading Recovery and half the day focusing on corporate and foundation fundraising strategies. Case will provide a full day seminar on grant writing focusing on public and private funding sources. Each day will be repeated so that anyone attending the Symposium will be able to participate fully in both topics.

The Symposium will be held at the Charleston Hilton Hotel in Charleston, South Carolina. Registration will be $150 for Council members and $175 for non-members. This includes continental breakfasts and lunches as well as copies of Case's grant writing handbook "From Idea to Funded Project: Grant Writing Fundamentals" and of the Council's Grassroots Advocacy Handbook (in publication process).

For registration information, contact the Council at 614/292-7111.

Supporting Members

The following list includes those members who have supported the Council with $100 dues payments between January 1 and October 21, 1997. Supporting members receive goldtone membership pins and are recognized for their special financial support above the basic annual dues payment. If your name is incorrectly listed or if it is omitted and you believe it should be included, please contact Julie Reeves, Program Coordinator for the RRCNA, at 614/292-1792. Thank you to all of the supporting members.

Hattie (Pat) Adams
Billie Askew
Tammy Badger
Jon Balke
Polly Bartlett
Joetta Beaver
Karen Belew
Eloise Blanton
Noel Bowling
Vicki Brooks
Hawley Brown
Jim Burns
Barbara Butler
Kathryn Button
Mary Clark
JoAnn Clay
Anne Cooper
Monette Davis
Janet Day
Cheryl Donica
Betty Dunn
Nancy Eberhart
Gail Eck
Noel Eichhorn
Nancy Fellrath
Shirley Fowlkes
Dianne Frasier
Janet Gaffney
Kent Gage
K. Geier
Mary Ellen Giacobbe
Victor Gilson
Sue Goodno
Brenda Greenhoe
Margaret Gwyther
Frances Hansen
Kelly Horak
Rosemary Howell
Jacqueline Ivanko
Frederic Johnson
Clifford Johnson
Peggy Jones
Noel Jones
Douglass Kammerer
Christine Keller
Ophelia Kelley
Deborah Kern
Laureen Knutsen
Debra Leach
Susan Leggitt
Patricia Luchi
William Lynch
Ellen Lynch
Carol Lyons
Mary Ann Marks
JoAn Martin
Kathleen McDonough
Becky McTague
Greg Michaels
Kathleen Miller
Pat Montague
Jacqueline Moser
Judith Neal
Phyllis Nicholson
Karen Norman
Richard Owen
Karen Palividas
Gay Pinnell
Joanne Pitman
Francine Raffel
Shirley Rhyne
Linda Rodenich
Sheila Roush
Lynn Salem
Maribeth Schmitt
Barbara Schubert
Robert Schwartz
Lyndon Searfoss
John Shreve
Lee Skandalaris
M. Smith-Burke
Sarah Smither
Christopher Steinhauser
Josie Stewart
Judy Stone
Betty Straw-Amos
Julie Swander
Linda Tafel
Dianne Thebolt
Nancy Todd
Rebecca Todd
Raquel Torres
Craig Urmston
Kathleen Vedder
Mary Vliek
Sandra Ward
T. Waxley
Linda Wiezorek
Beverly Wilhelm
Donna Williamson
Tullie Williamson
Doris Willmann
Stephanie Wooddell
Raymond Yuen
Joe Yukish

Classroom Connections

Beginning Readers and Chapter Books: A Rite of Passage

Melissa Wilson

[Melissa is an Early Literacy Learning Initiative Coordinator in Columbus Public Schools, OH.]

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

"I want to learn to read chapter books," Pheonia wrote when I asked her to tell me what she wanted to do in second grade. Her response underlines the importance that reading chapter books has for our beginning readers. That this is a rite of passage was not evident to me until one day when I was working with a group of struggling third graders.

They had been reading single story little books in their guided reading group. One day I brought in *Mr. Putter and Tabby Pour the Tea* by Cynthia Rylant (an easy chapter book) for them to attempt. Before I could even begin the lesson, all five children expressed surprise and enthusiasm about reading a "real" chapter book. As we looked through the book, they sat up straighter, listened more carefully to the new book introduction, and read the first chapter more independently than ever before. When they finished, they announced that they would go back to their seats, finish the book, and write responses in their Reading Logs. Although that had not been my plan, who was I to argue? I meekly agreed.

With this chapter book, these five struggling readers suddenly saw themselves as enfranchised members of the literacy community. They had been initiated and survived the rite of passage. They knew what their new role was and took their responsibilities seriously.

For many years we have relied on old favorites like the Frog and Toad series by Arnold Lobel and the Little Bear series by Else Holmelund Minarik. Nate the Great books by Sharmat and Weinman offered early forays into the genre of mystery. Now, with many new, simply written chapter books, most children can begin to read this format by the end of first grade or early in second grade. Cynthia Rylant has given us Henry and Mudge books about the everyday adventures of Henry and his big dog Mudge. Mr. Putter and Tabby stories feature the relationships between an elderly man, his cat and their neighbors, Mrs. Teaberry and her dog Zeke. More recent are the books about Poppleton the pig and his friends. The Lionel series by Stephen Krensky focus on the everyday life of Lionel and his family and friends. The Aunt Eater series by Doug Cushman is about the mysteries encountered by an Agatha Christie like anteater.

The I Can Read Book series (Harper Trophy) includes historical fiction like *The Golly Sisters Go West* by Betsy Byars and *George the Drummer Boy* by Nathaniel Benchley as well as biographies such as *Buffalo Bill and the Pony Express* by Eleanor Coerr. The Hello Reader series (Scholastic) also includes biographies (*A Girl Named Helen Keller* and *A Boy Named Boomer*) as well as informational books about tornadoes and hurricanes. Poetry selections like *It's Thanksgiving* by Jack Prelutsky are also available for beginning chapter book readers.

While the availability of books is not a challenge, plenty of other challenges face beginning chapter book readers. One of the first is understanding the chapter format. As with many elements of literacy, this can be addressed during a read aloud. As some students become ready to read chapter books, teachers can read chapter books aloud to the whole class. You can discuss the concept of chapters, how the contents pages work and how the story is told across all the chapters. (I avoid using the Little Bear and Frog and Toad books for these introductions as they are collections of individual stories about the same characters, not individual chapters telling one "whole" story.) If the chapters are titled, you can discuss how they help us predict what is going to happen next. During other read aloud sessions with the whole class, you explore chapter layouts, the numbering system on the contents page, and how chapter books encompass a variety of genres.

Of course, when you introduce a chapter book to your guided reading group for the first time, you will have to go over many of these concepts again. Even after discussions of how contents pages work, I have had confused students try to convince me that the number next to the chapter title tells us how many pages are in that chapter or that the whole chapter is on that one page. It is now possible, since each child has a copy of the book in hand, for students to see that the chapter neither has 13 pages nor falls completely on page 13.

If you use a book with titled chapters, instead of numbered ones, students can begin to analyze how the chapter titles abbreviate the main ideas. They can compare the chapter titles to book titles and the main idea statement in informational paragraphs. Finally, during each new chapter introduction, it is essential that students revisit what they have already read, not just the main idea of the whole book. Beginning readers must explicitly understand that each chapter must be seen in the context of the other chapters in the book, and sometimes other books in a series.

After young readers understand how the chapter format works, they often encounter another challenge when reading the text. Chapter books use more descriptive language than texts with which the students have had previous experience. This language challenges young readers in a variety of ways. Sometimes they do not know what words mean. Sometimes they do not know how to pronounce the word. Sometimes they cannot decode a word. In the new book introduction the teacher can help.

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ceptual vocabulary should be discussed before children attempt reading. For example, ways to celebrate New Year's and making New Year's resolutions should be explored and understood by young readers before they attempt "The New Year" in *Lionel in Winter*. Sometimes the teacher needs to explain how students should attempt new words. In *Mr. Putter and Tabby Bake the Cake*, for instance, the first chapters are full of compound words (snowmen, snowdrifts, wintertime, postman, fruitcake, popovers, flowerpot, cookbook, seaweed, Teaberry). In this instance, the teacher needs to show children how compound words work.

Other difficult words may need to be problem solved by using analogy, looking for chunks left to right across the word or reading ahead and then rereading. For example, several students had difficulty with the word "frowned" in *Lionel in Winter*. The text reads:

> "It will be cold tonight," said Father.
> "I can feel it in my bones."
> Lionel frowned.
> His bones didn't feel anything.

The picture provides no support. Reading ahead does not help. Rereading with frowned the second word in a two-word sentence will not be productive. Students need to look at this word for what they know that can help. With the "fm" chunk in the word "from" help them? Will the "own" chunk remind them of "down"? Or do they see how much like "brown" this word is? This strategy of **taking words apart**, while it should be used sparingly, must be demonstrated and used in chapter books because of the descriptive language such books use.

Another strategy that students may use is the Post-it note record of unknown words. When children encounter a word they cannot pronounce or read, or if they find a word for which they do not know the meaning, they can write it on a post-it note in their book. The teacher can then help students problem-solve these words at the beginning of the next guided reading session. One student's Post-it note from *Mr. Putter and Tabby Bake the Cake* included the words "strange, coconuts," and "shakers". The word "strange" presented difficulties because of the soft "g" sound. "Coconuts" was a pronunciation issue (the concept had been covered in the new book introduction). "Shakers" presented a conceptual problem. The child pronounced the word accurately but did not reread the text "She liked salt shakers" to make sense of the word's meaning. Using this device, students can clarify meanings, explain their attempts to problem-solve and see demonstrations of strategies they can use on future unknown words.

A final challenge for beginning readers of chapter books "genre" is that not only do readers have to sort out the format of a chapter book and read more complex language, they are often reading an entirely unfamiliar type of story. Initially, it is probably easiest to start with narrative texts like the Henry and Mudge series or the Lionel series. These are simple stories told about daily life. The characters are life-like and the action is predictable.

Eventually, however, beginning chapter book readers should try informational books, historical fiction, biography and mysteries. Relatively unfamiliar to young readers, these books will produce new challenges as readers grapple with the new types of story. Again, reading aloud can help but perhaps with a twist.

For example, I did a read aloud session with each guided reading group rather than with the whole class using *Who Killed Cock Robin?* by Kevin O'Malley. The text is simply the nursery rhyme of that title. However, an entirely different mystery about cock robin's faked death unfolds through the pictures. In the smaller group setting students became detectives, searching the pictures for clues to help them define the real crime and then solve it. This powerful picture book experience helped prepare them to be readers of mysteries. They understood the concept of a mystery story. They learned terms like "detective," "clues," and "solution." Moreover, they became more active participants in solving the mystery because they understood what the game was all about and some of the ground rules. Without such an understanding of a new genre, a chapter book that appears to be at an appropriate level will be too difficult to read.

Pheonia, a struggling reader and writer, defines her success as a second grader when she writes: "I want to learn to read chapter books." She recognizes the rite of passage. She wants to go for it. My job as her teacher is simple enough. I must move her through increasingly difficult text until she is able to tackle reading some simple chapter books. I need to familiarize her with the format of chapter books. When she is ready, I must carefully plan her reading of simple chapter books to support her reading level and her conceptual understandings. Pheonia has set before me the challenge of thoughtful, observant, and explicit teaching leading to her rite of passage: to read a chapter book.

Third International
Reading Recovery Conference
July 5, 6, 7, 1998 Teachers/Teacher Leaders/Trainers
July 8, 1998 -- Free Day
July 9, 10, 1998 -- Trainers
Cairns, Australia

Save These Dates
Plan Ahead

Exact location, theme, tours and registration information will be mailed soon.

Deadline
for next
***Council Connections* article**
submissions is February 15, 1998!
Submit to editor as listed on front page.
Deadline

Reading Recovery Council of North America Publications and Products

February 1, 1997

Guidelines and Standards (GS1): This booklet presents the national standards and guidelines for Reading Recovery training and site implementation adopted by the Reading Recovery Council of North America. Prepared by a representative committee of Reading Recovery educators and administrators, the Guidelines and Standards outline the following: selection and training of Reading Recovery teachers, teacher leaders, and trainers of teacher leaders; guidelines for trained Reading Recovery educators; and requirements for Reading Recovery sites. (Members $5.00; Non-Members $8.00)

Best of The Running Record (RR1): A spiral bound compilation of articles from the Running Record Newsletter for Reading Recovery teachers. Articles selected for their applicability for Reading Recovery teachers. Selected articles from 1989 to 1994 newsletters. (Members $6.00; Non-Members $8.00)

Out of Print

Executive Summary 1984-1996 (ES96): Annual report of Reading Recovery of North America. Organized to answer questions such as "What is Reading Recovery?", "Does Reading Recovery Work?", and "How Is Reading Recovery Implemented?" Special sections on the Reading Recovery Council of North America, the Canadian Institute of Reading Recovery, and Descubriendo La Lectura. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies) (Back order for 1997 Summary.)

Research in Reading Recovery: A new publication by Heinemann which includes the original Reading Recovery research articles from the first three issues of the RRCNA professional journal *Literacy, Teaching, and Learning*. Available only from Heinemann with royalties benefiting the RRCNA.

Reading Recovery: A Review of Research (ER23): A publication by Gay Su Pinnell which describes and analyzes available research in Reading Recovery. Includes a complete bibliography. (Members $5.00; Non-Members $8.00)

Site Coordinators Handbook (SCH): A "must have" for Reading Recovery site coordinators. Contains descriptions of Reading Recovery, the site coordinators' role, time lines and issues for teacher leader training year, responsibilities and characteristics of teacher training sites, definition and calculation of full implementation, developing consortia, research and evaluation responsibilities, and references and related readings. Over 100 pages in length and presented in a three-ring binder with dividers and room for expansion. (Members $25.00; Non-Members $35.00)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): Specifically designed for schools which are developing new approaches to Title I funding and programming. Highlights ways to provide for Reading Recovery programs under new Title I regulations. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

International Reading Recovery Directory (DR97): Alphabetical and geographical listings of addresses, phone numbers, fax numbers, and e-mail addresses for Reading Recovery teacher leaders, tutors, site coordinators, and trainers in North America, Australia, Great Britain, and New Zealand. (Members $20.00; Non-Members $30.00)

Descubriendo La Lectura Booklist (DLL): Spiral-bound, sixty-page document with books organized in separate sections by title, by level, and by publisher. Published in collaboration with the Descubriendo La Lectura National Collaborative. (Members $10.00; Non-Members $15.00)

Reading Recovery Book List (BL97): Provides the titles, levels, publishers, and some word counts for books that have been leveled for use in Reading Recovery. Revised in January 1997, the Book List is a printed list including all titles selected for use in Reading Recovery, sorted by title, level, and publisher. New titles are designated by asterisk. Available only to trained Reading Recovery educators as a single copyrighted list or as a master with permission to duplicate. (BL97S: Single copy: Members $20.00; Non-Members $25.00; BL97M: Single copy: Members $100.00 includes permission to duplicate; Non-Members $125.00 includes permission to duplicate)

RRCNA Promotional Items:

Coffee Mugs (MUG): Navy blue ceramic with white RRCNA logo or white with navy logo. (Members $5.00; Non-Members $6.00)
Totebags (TOTE): Red or Green with black RRCNA logo. (Members $12.00; Non-Members $15.00)
Folders (FOLD): Black with white RRCNA logo. (Members $1.00; Non-Members $1.50)

Use the Order Form included in this newsletter to obtain any of these items except as indicated.

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Check ✓ Appropriate Boxes: This application is: ❑ New ❑ a Renewal

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I am a: ❑ Leader Trainer ❑ RR Teacher ❑ Teacher Leader ❑ Site Coordinator ❑ Partner as a: ❑ Classroom Teacher, ❑ Title I Teacher, ❑ Administrator, ❑ Principal, ❑ Parent, ❑ Volunteer, ❑ other: _____

I am associated with: ❑ Descubriendo La Lectura ❑ Canadian/Western Institutes of Reading Recovery

I was referred for membership by: _____ My Teacher Leader is _____
(for Reading Recovery Teachers only)

I received my Reading Recovery training at _____ during 19 _____

I would like a: ❑ $40 U.S. one-year membership ❑ $100 U.S. one-year supporting membership.

I would like to make an additional tax deductible charitable contribution to support the Council's work for $ _____ .

Total Check, Credit Card, or Purchase Order $ _____

__ Visa or __ MasterCard

_ _ _ _ - _ _ _ _ - _ _ _ _ - _ _ _ _

Expiration Date __ __ mo. __ __ yr.

Signature: _____

Please send completed form with your check, credit card information, or purchase order made out to RRCNA to the following address:

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FAX (614)292-4404

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Check # _____
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Date _____
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READING RECOVERY® COUNCIL OF NORTH AMERICA

Council Connections

Spring 1998
Volume 3 • No. 3

A Newsletter of the Reading Recovery Council of North America

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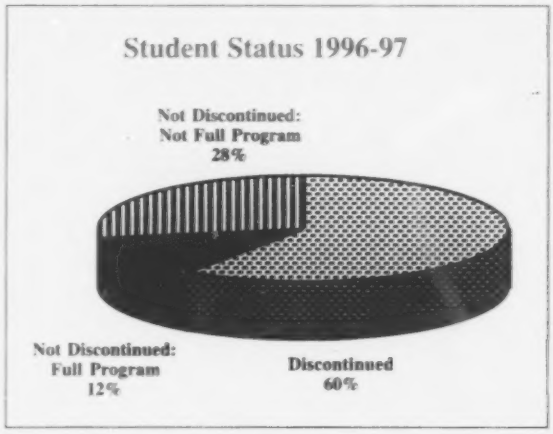
President's Message

Joetta M. Beaver

I am glad to report that Reading Recovery continues to grow, and data on **every child** served continues to be collected and reported. Over the last thirteen years, 436,249 children have been served in Reading Recovery within the United States and the U. S. Department of Defense Dependent Schools. Sixty percent of **all children served** successfully discontinued from the program reading within their class average band. During the 1996-1997 school year, 109,879 children - over 10,000 more than in the previous year - were served in Reading Recovery. (2,924 of these children were served in Descubriendo La Lectura - Reading Recovery in Spanish.)

Once again sixty percent of ***all children served*** *successfully discontinued from the program.* Only twelve percent of all children served did not "catch up" with their peers after a full program. The remaining twenty eight percent of the children served **did not receive a full program of sixty or more lessons** due to moving, extended absences, or the end of the school year. (For complete tables and further information, see the 1984-1997 Reading Recovery *Executive Summary*.)



One of the challenges we must address in the United States is how to increase the number of program students and decrease the number of children who do not receive a full program.

Irene Huggins and Dianne Stuart, Canadian trainers, report that Reading Recovery also continues to grow in Canada. The redevelopment of the Reading Recovery program into French, funded by the Ministry of Education in the province of Nova

continued on next page

Executive Director's Message

Jean F. Bussell

One of the things I love about the job of Executive Director of the Reading Recovery Council of North America is hearing all the stories that Reading Recovery professionals share about the children they teach. These stories are filled with joy, pride and humor as well as genuine concern for children's future success in the classroom or in the special programs to which they may be referred.

After slightly more than two years as the Council's Executive Director, I am beginning to collect my own set of stories about my experiences in Reading Recovery. I want to share a few of them with you in this Message.

continued on page 3

President's Message (continued)

Scotia, is just beginning. As a result of their efforts and the efforts of the Descubriendo La Lectura Collaborative in the United States, French and Spanish speaking children who need Reading Recovery will have access to it.

We do have much to celebrate! Our continued growth both in the United States and in Canada is due to the high level of support and commitment of teachers, administrators, and parents of Reading Recovery students, as well as RRCNA partners - all working together to make a difference in the lives of "at-risk" first graders.

Even though Reading Recovery continues to expand and an ever-increasing number of children are successfully served by the program, our challengers in the United States seem to be more vocal. One area of concern raised over the years has been the collection and reporting of data. In response to suggestions from within and outside of Reading Recovery, a committee under the leadership of Billie Askew of Texas Woman's University and Carol Lyons of The Ohio State University has worked over the last two years with Angela Jaggar of New York University to revise the Scan Form. The new forms will be easier to use, give clearer definitions of the various categories, and enable us to respond more effectively to questions we are frequently asked, such as: What happens to Reading Recovery students after they leave the program? What percent of the first graders who need Reading Recovery are being served? Why are Reading Recovery lessons missed? How do different subgroups respond to the Reading Recovery program?

The new scan forms were piloted in Ohio and Texas during the 1996-1997 school year. Many of the revisions are based on the feedback and suggestions from the Reading Recovery teachers, teacher-leaders, trainers, and site coordinators involved in the pilot. The revision process was challenging and the introduction to the new forms will need to be handled with care, but the changes and the additional information will be well worth our effort.

Data collected on the revised scan forms will provide more accurate and useful information to monitor the impact of Reading Recovery on all children served and to detect implementation problems at the school, district, and site levels as they occur. The information also will enable Reading Recovery teachers, as well as teacher leaders, site coordinators, and trainers, to identify strengths and weaknesses within the implementation and provide direction for future decisions. The trainers and teacher leaders will work with the new scan forms at the June Teacher Leader Institute in preparation for the transition to the new forms in the fall of 1998.

= = = = =

I also am happy to report that the RRCNA is doing well. Our membership is nearly 8000 and continues to grow. Our organization continues to be more efficient and effective in serving its membership. At its February meeting, the Board of Directors adopted the strategic plan for the Council as amended by the program standing committees. The plan clearly identifies our goals and provides direction for each committee, Jean Bussell and staff, and the Board. It truly reflects the dedicated efforts, insights, and talents of Gay Su Pinnell, the Strategic Planning Committee, the program standing committees' chairs, and the initial work of the full Board. (For other actions taken by the Board, see RRCNA Board Highlights on page 4)

After a very successful 13th Annual Ohio Reading Recovery Conference and National Institute in Columbus, Ohio, the RRCNA standing program committees met face to face for the first time. All who were able to attend felt the time was well spent. (See RRCNA committee reports beginning on page 6) The Board of Directors and I are most appreciative of ongoing work of the each of the committee chairs and committee members. Without their support and commitment to the Council and its vision, mission, and purpose, we would not be where we are today! Thank you one and all. If you would like to serve on a committee, please let the chairperson, Jean Bussell, or myself know of your interest, and as new members are needed, you will be contacted.

In closing, I want to thank you for joining RRCNA and for all you do in your school, district, or site to help all children become proficient readers and writers by the end of first grade.

Thank You to Contributors

A special thank you to our members and friends who have made contributions to the Reading Recovery Council since October, 1997.

- Patricia Arnold
- Sandra Bailey
- Nancy Fellrath
- Elaine Geeting (Supporting Member)
- Houston Area Reading Recovery Personnel in memory of Annie Kent
- Patricia Kelly in memory of Rachel Koehn Chilbante
- Marilyn Lavezzo (Supporting Member)
- Debra Pesich Leach (Supporting Member)
- Amy Lindblom
- The William D. Lynch Foundation for Children
- Tashia Morgridge
- Carleen Walda (Supporting Member)
- Dianne Frasier Wesselhoft

If you have made a financial contribution to the Council between October 21, 1997 and March 1, 1998, and are not recognized above, please contact Jean Bussell at 614/292-1795 immediately so that we can properly recognize your gift.

Special Note: An envelope is included in this issue of the newsletter for your use in contributing to the Council, honoring your colleagues and friends, or in memory of a Reading Recovery supporter.

Executive Director's Message (continued)

In my family's genealogical research, we have discovered a family of cousins whose lives represented their commitment to early literacy and their sense of humor. With two second cousins (twice removed) born in 1877 whose parents named them "Reed" and "Wright," it was inevitable that I would become involved in early literacy efforts! Indeed, I remember reading and writing at a very early age; I remember practicing my writing - or rather my penmanship - to perfect my signature, and by the fifth grade I had read every Hardy Boys mystery that was ever written.

More recently my stories have focused on the recognition of Reading Recovery among my new colleagues in association management. As I introduce myself to others who manage associations of architects, steamroller manufacturers, or social workers, I hear responses such as "Oh, my wife is a Reading Recovery teacher," or "My daughter-in-law teaches Reading Recovery," or "My son learned to read in Reading Recovery." This makes the impact of Reading Recovery on children's and families' lives real to me. It is a remarkable tribute to all of you who work so hard every day to create this impact.

The 13th Annual Ohio Reading Recovery Conference provided two more incredible stories, both of which fall into the "it's a small world" category. At the Conference banquet, the catering staff member who was serving our table introduced himself to us as Dante's uncle. Those of you who have been around Reading Recovery for a number of years will remember Dante as one of the first students to discontinue from Reading Recovery in the pilot year in Ohio in 1984-85. Dante is now a sophomore in college! Dante's uncle then introduced us to Dante's mother who also was a member of the catering staff! They are interested in working with us to write an article about the impact that Reading Recovery has had on their family!

The other Ohio Conference related story concerns the conference sweatshirts (by the way, some still are available if you wish to order them by mail!). We had borrowed a bust mannequin on which to display the sweatshirt (marketing, you know!). When we returned the mannequin to the shop owner who had loaned it to us, we left the sweatshirt on the model as a gift to the loaner. Guess what? The shop owner's son is a Reading Recovery student in one of the Columbus schools!

Stories permeate our Reading Recovery network. Telling them is a way of affirming our experience and sharing our joy. I hope the information and reports shared in this issue of Council Connections will become a part of the Council's story for you. I welcome your stories and will share them throughout the continent as I travel to meetings to recognize your contributions to early literacy.

From the EDITOR

Janet Bufalino, Trainer, Shippensburg University of PA

This issue of *Council Connections* is focusing on the committees of the RRCNA. You will find pieces from new and established committees which will give you information on how each committee affects you and the children we service. Thanks to the committee chairs for consistently taking time to summarize the work of their respective committee for *Council Connections*.

Also in this issue you will find many changes forthcoming from the work of the committees and governing body of the RRCNA. For example, in Joetta Beaver's article you will see a shift in the reporting of data from "program children" to a "children serviced" perspective. In Jean Bussell's piece there are stories from the field about children who are always our focus. From Noel Jones, chair of the Guidelines and Standards Committee, we learn of the huge undertaking of revising the document which guides the implementation of our program. These changes indicate the vitality of the Reading Recovery program and our continued quest for providing the best for our children.

Finally, I would like to thank Dr. Carol Miller for her commitment to *Council Connections* as associate editor. She has been instrumental in providing the readers with a clear, precise newsletter since its inception three years ago.

Thanks Carol.

Copyright Notice

Action by the Board of Directors at its February 1998 meeting requires that all publications of the Reading Recovery Council of North America be copyrighted. This means that publications may not be copied and used for general distribution. Permission to quote is granted for passages under 500 words. Permission to photocopy is granted for non-profit, one-time classroom or library reserve use in educational institutions.

Expiration Date on Label

Check the label on this newsletter to determine when your membership in the Reading Recovery Council of North America expires. Use the Membership Form on the inside back cover to renew. Copy the Membership Form and give it to a friend - Reading Recovery teacher, classroom teacher, principal, special services teacher, parent, or anyone else who supports the work of Reading Recovery. Encourage others to be a part of this Reading Recovery network!

Thanks.

Strategic Plan Is Approved

Following the identification of a wide range of tasks, responsibilities, and timelines, as well as review by the Program Standing Committees, the Board of Directors has finalized the Council's Strategic Plan. The plan includes the Council's Vision, Mission, and Purpose Statements, our Statement of Beliefs and Values, and four broad goals and associated objectives and tasks. (See page five.) The plan is the Council's guide for the next three years. Its values base will assist the Council in determining what projects and programs to initiate and which to delete from the Council's programming.

The Plan focuses attention on the four goals and on broad categories of tasks to achieve those goals. Task categories include the following:

- Membership development and expansion, management, services and benefits
- Publications
- Development of the profession - training, professional development, and continuing contact
- University training center development and support
- Research and evaluation
- Communication with the public
- Collaborations and agreements with groups and organizations
- Organizational operations - Board and internal staff operations
- Registry - Licensure of university centers, teacher training sites, and individuals
- Funding and resources
- Technology for communication and development

Copies of the Plan are available upon request from the Council's office.

February 1998 Board Meeting Highlights

The Council's Board of Directors held its semi-annual meeting in Columbus following the 1998 Reading Recovery Conference. A special feature of the meeting was the convening of many of the Program Standing Committees prior to the meeting. The Committees reviewed their assignments in the Strategic Plan and made recommendations to the Board of Directors for revisions in the Plan.

Actions taken by the Board of Directors are summarized below:

- Approved the contract with The Ohio State University for certain staff and support services and clarifying use of the trademark.
- Approved Lee Skandalaris and Barbara Schubert as co-chairs of the Development Committee.
- Approved funding for hiring a full time Director of Development for the Council.
- Authorized development of a contract for communication services focusing on academic, public policy, and general publics.
- Approved continuation funding for the Descubriendo La Lectura follow-up study.
- Requested the trainer representatives to communicate with the trainers regarding the Board's interest in long range planning for future university training centers.
- Approved definitions of conferences and related events for the purpose of clarifying use of the trademark of Reading Recovery.
- Authorized initial funds for design of a national follow up study of the effectiveness of Reading Recovery.
- Accepted the audit report for the fiscal year ending June 30, 1997.
- Elected Marjorie Condon (Fall River, Massachusetts) as site coordinator representative to the Board to fill the unexpired term of Connie Thomas who will be ineligible to serve in this category after June 30, 1998.
- Formally established the Endowment Fund and the Annual Fund as separate accounts in the Council's financial reporting system
- Adopted the Strategic Plan.

Membership Meeting

Council President Joetta Beaver welcomed the members of the Reading Recovery Council of North America to the annual membership meeting held in Columbus on Tuesday, February 3, 1998. Joetta introduced the Board members present and provided an opportunity for each to comment on their responsibilities on the Board, including chairing Standing Committees.

Reports were provided by the chairs of the following committees: Development, Publications and Communications, Research, Membership, and Implementation. Please see these committee reports included in this newsletter for details.

Council Executive Director Jean Bussell introduced the Council staff members. She thanked the Board for their commitment and leadership. She described the four goals which will focus the staff's attention during the three years of the strategic plan and encouraged members to provide ideas and information about the services they would like to have as members of the Council.

Joetta Beaver presented door prizes to ten members and adjourned the meeting until next year.

READING RECOVERY COUNCIL OF NORTH AMERICA

VISION

The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

MISSION

The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

PURPOSE

The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

STATEMENT OF BELIEFS AND VALUES

Children and Learning

1. Children, regardless of circumstances, have the right to a quality education that assures they become independent readers and writers early in their school careers.
2. Children deserve the opportunity to hear and to read a wide variety of high quality texts that reflect the diversity of our society.
3. Children have the right to skillfully and successfully use the tools of literacy for a wide range of purposes related to present and future life in our society.
4. Reading Recovery is the right of every child who needs extra help during the first years of schooling to acquire the independent reading and writing skills necessary for further learning.

Teachers and the Educational Context

1. Teachers and children deserve to work in well-managed, well-supplied educational environments and with administrators who support their efforts.
2. Professional development that is research-based, continuous, and high quality is central to achieving literacy success for all children.
3. Training and professional development are ongoing processes that are the basis for successful implementation of the Reading Recovery program for children.

The Reading Recovery Council of North America and Its Network

1. In order to support the goal of literacy for all children, the membership of the Council shall be open to all interested individuals.
2. Membership diversity is a strength that shall be reflected in all of the Council's governing structures, policies, and actions.
3. The actions of the Council shall be directed toward achieving the Council's vision, mission, and purpose with quality and integrity.
4. Collaboration among Council members and with others is essential for the achievement of the Council's vision, mission, and purpose.
5. Service to all members through communication, professional development, and research is a high priority in all actions of the Council.

GOALS

Governance Goal:
To ensure that the Council is structured and managed effectively and efficiently.

Membership Goal:
To establish the Council as the viable vehicle for promoting Reading Recovery by the year 2002.

Implementation and Institutionalization Goal:
To position Reading Recovery and early literacy as a priority in education.

Research Goal:
To support, conduct, and disseminate research on Reading Recovery.

Standing Committee Focus

This issue of *Council Connections* focuses on the work of the Program Standing Committees of the Council. These committees are responsible for much of the work of the Council. They are chaired by members of the Board of Directors or other Council members who are appointed by the Council's President. Committee memberships include all categories of Council members - trainers, teacher leaders, teachers, site coordinators, and partners. Memberships are approved by the Board of Directors and are rotating in order to provide opportunities for many Council members to participate. If you are interested in serving on any of the Committees, please contact the appropriate chairperson.

The Committees are focusing their attention on their roles in implementing the Council's strategic plan. The plan has been under development for the past eighteen months and is intended to guide the Council through the next three years. The plan was created by the entire Board of Directors with the guidance of the Strategic Planning Committee. A related article on page 4 provides the details of the plan for your information.

RRCNA 1997-98 Program Standing Committees

Implementation Committee

Billie J. Askew, Trainer, Texas Woman's University, Denton TX, Chairperson

Members of the Implementation Committee met after the National Conference in Ohio in February. During this meeting, a framework for the functions of this Committee was refined to reflect the goals and tasks of the Strategic Plan for RRCNA. Functions of the Committee were defined as follows:

1. Initiate articles/publications about Reading Recovery implementation.
2. Serve as a clearinghouse for articles/publications about Reading Recovery implementation.
3. Initiate activities/events related to Reading Recovery implementation.
4. Serve as a clearinghouse for activities/events related to Reading Recovery implementation.
5. Initiate research activities related to Reading Recovery implementation.
6. Serve as a clearinghouse for research activities related to Reading Recovery implementation.
7. Participate in activities related to the use of the National Data Evaluation Center to describe implementation factors.
8. Provide mechanisms for collaboration with key constituents, both inside and outside Reading Recovery.
9. Assist in working within social and political contexts affecting Reading Recovery implementation.

These functions will continue to evolve as we become familiar with the Strategic Plan.

The Implementation Committee has selected several priority tasks that relate to these functions, some of which are already under way:

1. A new publication, *The Best of the Network News*, is currently under review. Committee members have selected articles from previous issues to be placed in a collection that will be available from RRCNA.
2. Plans are under way for the 1999 Leadership Academy to be held in San Antonio, Texas, in April. The success of the first Academy in San Diego in 1997 has provided the impetus for the second offering.
3. New scan forms will be available in the fall of 1998 to be used across the United States. Several members of the Implementation Committee have worked with several members of the Research Committee to revise the scan forms. New scan forms will provide implementation data that will be useful to all of us.
4. The *Site Coordinators Handbook* will be updated in the near future. Clifford Johnson of Georgia State University will chair a committee to accomplish this important task.
5. The Implementation Committee generated a list of topics for articles related to implementation to be considered for *The Network News* and *Council Connections*. Editors of these publications will be informed of these suggestions.

In addition, committee members agreed on several other priority tasks as time and resources permit. These activities include the following:

1. The development of a brochure about Reading Recovery that would be available through RRCNA.
2. The creation of a sub-committee to identify ways of promoting awareness of Reading Recovery (i.e., identification of key conferences for awareness sessions).
3. The creation of self-study modules through which schools and sites could evaluate their own implementation issues.
4. The publication of one or more monographs relating to implementation of Reading Recovery.
5. The creation of an ad hoc committee of trainers to consider the content of leadership courses for teacher leaders in training (in order to meet the current issues of implementation faced by all teacher leaders).

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Program Standing Committees Continued —

Many other important ideas were generated by the Committee during our meeting. We will continue to communicate with the membership as we progress toward our goals. It is an exciting, while challenging, time to consider implementation issues. We need and welcome suggestions from the RRCNA membership as we formulate our formal commitments related to the new RRCNA Strategic Plan.

Committee members are:

- Billie Askew (Chair), Trainer, Texas Woman's University, Reading & Bilingual Educ, PO Box 425769, Denton, TX, Phone: 940-898-2443, FAX: 940-898-2229
- Rebecca Christian, Teacher, McCoy Elem., Carrollton, TX
- Mary Jackson, Site Coordinator, Fort Bend ISD, Sugarland, TX
- Clifford Johnson, Trainer/Site Coordinator, Georgia State University, Atlanta, GA
- Noel Jones, Trainer/Site Coordinator, UNC Wilmington, Wilmington, NC
- Carol Lyons, Trainer, OSU School of Teaching & Learning, Columbus, OH
- Paula Moore, Trainer, University of Maine, Orono, ME
- Nadine Pedron, Site Coordinator, Saint Marys College, Moraga, CA
- Dalia Perez, Teacher Leader/DLL, Reading Recovery, Austin, TX
- Gay Su Pinnell, Trainer, The Ohio State University, Columbus, OH
- Yvonne Rodriguez, Teacher Leader, Texas Woman's Univ, Denton, TX
- Bobbie Sievering, Teacher Leader, Mohawk School, Park Forest, IL
- M. Trika Smith-Burke, Trainer, NYU Dept. of Teaching and Learning, New York, NY
- Dianne Stuart, Trainer/Site Coordinator, Canadian Institute of Reading Recovery, Toronto, Ontario

Training Advisory Committee

Irene Fountas, Trainer, Lesley College, Cambridge, MA, Chairperson

The Training Advisory Committee, including the chair of the Book Sub-Committee and the chair of the Technology Committee, met at the Ohio Reading Recovery Conference and National Institute to review projects completed, discuss the Strategic Plan, and initiate projects for the coming year to benefit the members and the mission of the Council.

The goal of the Book Sub-Committee is to remove titles from the list that are not powerful examples of texts for Reading Recovery purposes, relevel some titles and recommend titles with tentative levels. A new complete list will be published in January of 2000.

Teacher leaders should receive from their affiliated university training center a copy of the Resource Paper written by Mary Fried and her committee, titled "Working Effectively with Reading Recovery Teachers." Thank you to Mary and her team for their hard work and a high quality resource.

The Training Advisory Committee completed a review of videotapes gifted to the Council by the University of Illinois. Teacher leaders will receive information from RRCNA to order these for use with teachers.

The Training Advisory Committee in collaboration with the trainers and the RRCNA Board has completed a set of clarifying descriptions of training sessions, conferences and events held with the name "Reading Recovery". A process and guideline for scheduling events and applying for approval is forthcoming from the Council.

The Committee is in the process of recommending revisions for the new *Best of the Running Record*.

The Technology Sub-Committee continues to pilot long distance learning and will complete a year end report to share with Council members.

Please forward comments or suggestions to our Advisory Committee c/o:

Irene Fountas
Lesley College
1815 Massachusetts Avenue
Suite 378
Cambridge, MA 02140

Committee members are:

- Jane Ashdown, Trainer, NYU - Reading Recovery, New York, NY
- Sheila Assad, Teacher Leader, Stone School, Fall River, MA
- Gail Bolte, Teacher, Shady Hill School, Cambridge, MA
- Jim Burns, Trainer, Western Michigan University, Kalamazoo, MI
- Christine Chase, Teacher, Walker School, Concord, NH
- Kenneth Contreras, Teacher, Worcester Public School, Worcester, MA
- Linda Dorn, Trainer, U of Arkansas-Little Rock, Little Rock, AR
- Laurel DuBois-Sidor, Teacher, Myrtle Beach, SC,
- Sue Duncan, Trainer, GSU - Early Childhood Ed, Atlanta, GA
- Margaret Engisch, Teacher Leader, English Language Ctr., Scarborough, Ontario
- Irene Fountas (Chair), Trainer/Site Coordinator, Lesley College, 1815 Massachusetts Ave., Suite 378, Cambridge, MA, 02140, Phone: 617-349-8406, FAX: 617-349-8490, Email: ifountas@mail.lesley.edu
- Mary Fried, Trainer, OSU - School of Teaching and Learning, Columbus, OH
- Diana Geisler, Teacher Leader, University Park Elementary, Denver, CO
- Margaret Gwyther, Teacher Leader, OSU Reading Recovery, Columbus, OH
- Sue Hundley, Teacher Leader, Lesley College, Cambridge, MA
- Susan Lynaugh, Teacher Leader, Lincoln Schl, St Johnsbury, VT
- Patricia Martin, Teacher, Jamaica Plain, MA
- Iva McCants, Site Coordinator, Jackson Public Schools, Jackson, MS
- Jeanette Methven, Teacher Leader, Lodi Unified School District, Stockton, CA
- Judith Neal, Trainer/RR Editor, CSUSB, Fresno, CA
- Yvonne Rodriguez, Teacher Leader, Texas Woman's Univ, Denton, TX
- Maribeth Schmitt, Trainer/Journal Editor, Purdue University, West Lafayette, IN

Membership Committee

Connie Thomas, Site Coordinator, Anderson, IN, Chairperson

The Membership Committee met following the close of the 13th Annual Reading Recovery Conference and National Institute in Columbus, Ohio. The Membership Committee discussed ways to target additional groups for membership information and recruitment efforts. They also discussed marketing and communication strategies for informing 50,000 individuals about RRCNA and for recruiting new members. Julie Reeves, RRCNA Program Coordinator, reported that, thanks to a new computer system and an excellent office staff, new memberships and renewals are now being handled in a one-week turn around time! She also reported that telephone calls in response to members' service requests are being handled in less than two days!

Further goals for the Membership Committee include: (1) establishing regional-affiliated areas for RRCNA;

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Program Standing Committees Continued —

(2) establishing routine communications with the Conference Liaisons and State Field Representatives; (3) expanding the number of members who attend the annual membership meeting; and (4) conducting a membership satisfaction survey and using the data to develop new services and benefits. Look for the survey this fall!

The next meeting of the RRCNA Membership Committee will be held following the Teacher Leader Institute in Dallas, TX, on Saturday evening, June 6, 1998. Committee members--mark your calendars!

Committee members are:

- Connie Thomas, (Chair) Site Coordinator, MSD Lawrence Township, Principal, Sunnyside ES, c/o Craig MS, 6501 Sunnyside Rd., Indianapolis, IN, 46236, Phone: 317-823-6805 x253, FAX: 317-823-5223, Email: cthomas@msdlt.k12.in.us
- Craig Ausel, Teacher Leader, Smoketown Elementary, Lancaster, PA
- Lynne Brandenburg, Teacher Leader, Earl Hanson School, Rock Island, IL
- Bengie Jaime-Morgan, Teacher Leader, Chula Vista Elementary, Chula Vista, CA
- Linda MacKinnon, Governor, Canadian Institute of Reading Recovery, Kingston, Ontario
- Jill Richards, Teacher Leader, Region 8 ESC Reading Recovery Consortium, Ft. Wayne, IN
- Julie Teal, Teacher Leader, Orange County PS, Orlando, FL
- Carleen Walda, Reading Recovery Teacher, Adobe Bluffs Elementary, San Diego, CA

In addition to those members listed above, the Membership Committee also includes those individuals who serve as Conference Liaisons and State Field Representatives.

Conference Liaison Members

- Craig Ausel, Teacher Leader, Smoketown Elementary, Lancaster, PA
- Dianne Frasier, Trainer, Harris County Dept. Of Ed., Houston, TX
- Glen Powell, Site Coordinator, University of Nebraska at Kearney, NE
- Karen Spencer, Reading Recovery Teacher, Wilson Elementary, Jeffersonville, IN

State Field Representatives

- Jean Andrews, Teacher Leader, Stafford School, Bristol, CT
- Craig Ausel, Teacher Leader, Smoketown Elementary, Lancaster, PA
- Ronald Binkney, Partner, North Andover, MA
- Lynne Brandenburg, Teacher Leader, Earl Hanson School, Rock Island, IL
- Jo Anne Noble, Teacher Leader, Belle Hall Elementary, Mt. Pleasant, SC
- Karen Ann Odegard, Teacher Leader, Parkway School, St. Paul, MN
- Glen Powell, Site Coordinator, University of Nebraska at Kearney, NE
- Jill Richards, Teacher Leader, Region 8 ESC Reading Recovery Consortium, Ft. Wayne, IN
- Connie Williams, Teacher Leader, Sutter School, Long Beach USD, Long Beach, CA

Guidelines and Standards Committee

Noel Jones, Trainer, University of North Carolina, Wilmington, NC, Chairperson

Six goals have been established for the Guidelines and Standards Committee in the RRCNA Strategic Plan. These are:

1. Monitor the quality of the Reading Recovery implementation.
2. Evaluate the impact of waivers.
3. Develop registry/licensure service.
4. Revise and publish Guidelines and Standards Document.
5. Create ethics statement for RRCNA.
6. Work with Research Committee on projects related to Guidelines and Standards issues.

Goals 1, 3, and 6 will involve other committees besides Guidelines and Standards.

The Committee has been working very hard on Goal 4, the revision of the Guidelines and Standards document. A draft has been produced that will be discussed in area teacher leader meetings and site coordinators meetings this spring. Following input from those groups, the trainers will discuss the draft in early April. If possible, revisions based upon all of these conversations will be incorporated into the document before the Teacher Leader Institute, and further discussion of key issues will occur there.

The Committee is very conscious of the impact of even small changes in this document. The Committee wants to assure that sufficient discussion and consensus occur before any proposed changes are presented to the Council's Board of Directors. One part of the revision is a proposal that the title be changed to *Standards and Guidelines*, and that these terms (standards and guidelines) be used throughout the document to clarify accountability.

Please contact Committee members or your trainers about any concerns you have about any working changes in the draft document. Trainers will have that document by the time this issue is received, and they are asked to distribute it to and discuss it with their teacher leaders.

Committee members are:

- Shelia Assad, Teacher Leader, Fall River, MA
- Karen Dormand, Reading Recovery Teacher, Midwest/Central, Kirkersville, OH
- Kent Gage, Site Coordinator, Livonia, MI
- Margaret Gleussner, Reading Recovery Teacher, Argyle, NY
- Patricia Hubbard, Site Coordinator, Forest Hills District, Cincinnati, OH
- Noel K. Jones, (Chair) Trainer, UNC, School of Education/Curricular Studies, 601 S College Road, Wilmington, NC, 28403-3297, Phone: 910-962-3382, FAX: 910-962-3988, Email: jonesn@uncwil.edu
- Yvonne Rodriguez, Teacher Leader and Trainer-in-Training, Texas Woman's University, Denton, TX
- Daria Shannon, Teacher Leader, Fort Worth, TX
- Lee Skandalaris, University Trainer, Oakland University, Rochester, MI
- Dianne Stuart, University Trainer, Canadian Institute of Reading Recovery, Toronto, Ontario, Canada
- Sherry Warren, Teacher Leader, Norfolk, VA
- Connie Williams, Teacher Leader, Long Beach CA
- Garreth Zalud, University Trainer, University of South Dakota, Vermillion, SD

Publications and Communications Committee

Mary Anne Doyle, Trainer, University of Connecticut, Storrs, CT, Chairperson

The goals of the Publications and Communications Committee are to promote publication and communication activities that support the goals of RRCNA, advance the work of other program standing committees, and serve the membership's needs for information about the Council and the Reading Recovery Program.

The Council's Strategic Plan identifies very specific tasks for the Committee. Those of high priority include:

1. Maintain high quality publications for the

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Program Standing Committees Continued —

membership.

2. Publish information about changes in Reading Recovery as they occur.
3. Publish conference proceedings as appropriate.
4. Disseminate relevant research findings to Reading Recovery sites.
5. Develop a World Wide Web site with interactive capability.
6. Develop and implement a media relations program to foster dissemination of information to public policy makers and others.

In an effort to ensure that this Committee fulfills all priorities identified in the Strategic Plan, we have established two subcommittees. Diane DeFord is chairing a subcommittee charged with establishing a World Wide Web site for the Council and the appropriate procedures for maintaining and extending this site. Her committee members are listed on page 16. The second subcommittee is responsible for developing our public relations program, and Gay Su Pinnell is serving as chair. The membership of this subcommittee has not been finalized.

In striving to meet the Council's objective of providing the membership with high quality publications, the Committee and editors of our periodic publications have established high standards. The *Council Connections*, edited by Janet Bufalino, is designed to inform the membership of the Council activities and meetings of the Board and to report items of interest to the membership at large. *Literacy, Teaching and Learning: An International Journal of Early Literacy*, edited by Maribeth Schmitt, is a scholarly journal established to provide an interdisciplinary forum on issues related to the acquisition of language, literacy development, and instructional theory and practice. The *Network News*, a referred publication for Reading Recovery teacher leaders, site coordinators, and trainers in Canada and the United States, is edited by Dianne Frasier. This publication provides both current information and substantive articles that address Reading Recovery implementation issues, program development issues and program enhancement. *The Running Record*, A Review of Theory and Practice for Reading Recovery Teachers, edited by Judith Neal, is designed to promote continuing education for Reading Recovery teachers.

Our editors deserve special recognition for their outstanding efforts, leadership, and expertise. They have published issues that meet our Committee's goals and are valued by our membership.

Each editor welcomes contributions from the membership, and each editor strives to ensure that our publications reflect the interests of our diverse readership. We encourage your submissions; the addresses of our editors are listed below.

Also, the Committee is very pleased that the Reading Recovery research articles published in the first three issues of *Literacy, Teaching and Learning* are now compiled in one volume published by Heinemann. This publication is *Research in Reading Recovery*, edited by S. Swartz and A. Klein. This opportunity ensures that the scholarly contributions of our journal authors are now available to the wider education community.

In support of other standing committees, this Committee has assisted with the publishing of a range of documents. A representative sample includes: *The Site Coordinators' Handbook*, compiled by C. Johnson, N. Bowling, J. Gaffney, and S. Paynter; *Leadership for Literacy: A Guidebook for School-Based Planning*, compiled by S. Paynter; the *Reading Recovery Booklist*, compiled by the Book Committee and coordinated by S. Hundley; the *Descubriendo La Lectura Booklist*, compiled by the Collaborative for Reading Recovery in Spanish/Descubriendo La Lectura, an effort coordinated by Raquel Mireles; and *The Best of the Running Record*.

A representative set of projects currently in progress include completion of a *Annotated Bibliography of Reading Recovery Research*, a project of the Research Committee; a revision of *The Best of the Running Record* by the Training Advisory Committee; and the development of *The Best of the Network News* by the Implementation Committee. The Committee is also looking forward to publishing this spring a document entitled *Reading Recovery Review: Understanding, Outcomes, and Implications*.

The members of our Committee are listed below followed by the names and addresses of our editors. We welcome your participation and interest. If you wish to serve this Committee in any way, please contact me.

Committee members are:

- Janet Bufalino, Trainer/CC Editor, Shippensburg Univ Of PA, Shippensburg, PA
- Susan Burroughs,Teacher Leader/CIRR, Aylmer Elem, Ottawa, Canada
- Diane DeFord, Trainer, OSU School of Teaching & Learning, Columbus, OH
- Mary Anne Doyle (Chair), Trainer, University of Connecticut, 249 Glenbrook Rd., Box U33, Storrs, CT, 06269-0233, Phone: 860-486-4114, FAX: 860-486-0210, Email: MADoyle@uconnvm.uconn.edu
- Rose Mary Estice, Trainer, OSU School of Teaching & Learning, Columbus, OH
- Jeanne Evans, Teacher Leader, Townview, Trotwood, OH
- Dianne Frasier, Trainer/NN Editor, Harris County Dept. of Ed., Houston, TX
- Geraldine Haggard, Teacher Leader, Plano ISD, Plano, TX
- Carlos Manrique, Partner/DLL, El Monte City SD, El Monte, CA
- Judith Neal, Trainer/RR Editor, CSUSB,Fresno, CA
- Maribeth Schmitt, Trainer/Journal Editor, Purdue University, West Lafayette, IN
- James Schnug, Journal Editor, Ashland University, Ashland, OH
- M. Trika Smith-Burke, Trainer, NYU Dept. of Teaching and Learning, New York, NY

Editor's Address: **Council Connections**

- *Janet Bufalino*, Trainer, Shippensburg University, 125 Horton Hall, 1871 Old Main Drive, Shippensburg, PA, 17257-9989, Phone 717-532-1166, FAX 717-530-4036, E-mail jmbufa@wharf.ship.edu

Editor's Address: **Network News**

- *Dianne Frasier*, Trainer, Texas Woman's University, 3715 W. Pine Brook Way, Houston, TX 77059-3106, Phone 281-461-0190, FAX 281-461-6551, E-mail bdwes@accesscomm.net

Editor's Address: **The Running Record**

- *Judith Neal*,Trainer, California State University, Fresno, School of Education & Human Development, 5005 N. Maple, m/s 202, Fresno, CA 93740-8025, Phone 209-278-0223, FAX 209-278-0376, E-mail judithn@csufresno.edu

Editor's Address: **Literacy, Teaching, and Learning**

- *Maribeth Schmitt*, Trainer, Purdue University, School of Education, 1442 Liberal Arts & Education Bldg, West Lafayette, IN 47907-1442, Phone 765-494-5683, FAX 765-496-1622, E-mail mschmitt@purdue.edu

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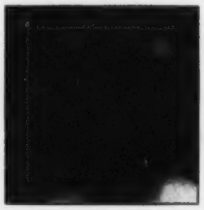
Program Standing Committees Continued —

Research Committee



Patricia Kelly, Trainer, California State University, San Bernardino CA, Chairperson

The Research Committee is composed of fifteen members, representing the various constituents of RRCNA.

A meeting of the Research Committee was held on February 3, 1998, following the 13th Annual Ohio Reading Recovery Conference and National Institute. Committee members helped to refine the eleven tasks designated in the Strategic Plan to be the primary responsibility of the Research Committee in collaboration with the other RRCNA Committees. The tasks are as follows:

1. Develop mechanisms to analyze, critique, and respond to research and articles, and to synthesize research about Reading Recovery.
2. Provide financial support for research; also commission new research on Reading Recovery's impact.
3. Collaborate with trainers to design and implement pilot studies.
4. Monitor RRCNA-sponsored research to completion and dissemination.
5. Help identify, support, and/or conduct well-designed pilot studies of proposed changes in Reading Recovery implementation to assess impact before incorporating into practice.
6. Encourage and support specific studies at a range of educational levels.
7. Promote and support research activities of trainers and of other Council Committees.
8. Provide assistance in developing data presentations for public policy makers, corporate leaders, and foundations; present results in accessible manner for use in decision making.
9. Develop responses to information requests from public policy makers, corporate leaders, and foundations in a timely and effective manner.
10. Review, approve, and recommend research findings for on-line publications.
11. Develop policies regarding the use of the National Data Evaluation Center database.

The Research Committee will be undertaking several of the aforementioned tasks in the coming months as well as supporting research. For example, plans are underway to develop an RFP for a large national study to evaluate the long term effects of Reading Recovery on children. Members of the Research Committee also are working with the Implementation Committee in piloting the revised scan forms. It is expected that new scan forms will be available in the coming year. Committee members are currently in the process of developing policies about the use of the National Database. Additionally, Committee members will be doing final editing with the Publications Committee for the *Annotated Bibliography* of research and publications about Reading Recovery. In an attempt to share current results of research on student outcomes with the Reading Recovery community, a new research column will be written for the *Network News* by a member of our committee, Wayne Brown.

The Research Committee and RRCNA are supporting the continuation of a DLL research study entitled *An Examination of Sustaining Effects in Descubriendo La Lectura Programs* funded by RRCNA during 1997-98. Results of the initial study indicate that DLL students are faring well in bilingual education classrooms in Spanish reading; the means of Spanish Text Level Reading for DLL students and standardized test results were at or above their random sample counterparts in both 2nd and 3rd grades. The study will be continued in 1998-99 to determine if DLL students perform well in fourth grade.

Sub-committees of the Research Committee have been formed to read and respond to research manuscripts and to evaluate research proposals on topics related to Reading Recovery. We encourage members of the Reading Recovery community to submit manuscripts about Reading Recovery to our committee for review and input prior to publication. If you are interested in sending articles or research proposals for review, please mail 3 copies of the manuscript or proposal and a self-addressed stamped envelop to Patricia R. Kelly, Reading Recovery Program, School of Education, CSUSB, 5500 University Parkway, San Bernardino, CA 92407.

Committee Members are:

- Billie Askew, Trainer, Texas Woman's University, Denton, TX
- Wayne Brown, Teacher Leader, San Luis Coastal USD, Los Osos, CA
- Kathy Escamilla, Partner, University of Colorado-Denver, Denver, CO
- Natalie Frankenberg, Teacher, Howard School/Champaign Unit #4, Champaign, IL
- Janet Gaffney, Partner, Univ of Illinois at Urbana-Champaign, Champaign, IL
- Sharan Gibson, Teacher Leader, Poway USD, Poway, CA
- John Kelley, Site Coordinator, Sch Dist of Oconee, Walhalla, SC
- Patricia Kelly (Chair), Trainer, CSU San Bernardino, School of Education, 4th FL, 5500 University Parkway, San Bernardino, CA, 92407-2397, Phone: 909-880-5657, FAX: 909-880-7010,Email:pkelly@wiley.csusb.edu
- Carol Lyons, Trainer, OSU School of Teaching & Learning, Columbus, OH
- Daryl Morrison, Teacher Leader, School District #17, Oromocto, New Brunswick,
- Robert Schwartz, Trainer, Oakland University, Rochester, MI
- Thomas Sherwood, Site Coordinator/Asst Principal, Rolling Acres Elem School, Littlestown, PA
- Sue Stadler, Teacher, Purdue University, W Lafayette, IN
- Jane Wolz, Teacher Leader, Bellevue SD, Bellevue, WA

Development Committee

Lee Skandalaris, Trainer, Oakland University, MI, and Barbara Schubert, Trainer, St. Mary's College, CA, Co-chairs

The primary goal of the Development Committee is to develop specific goals and strategies which may include:

1. Hiring an in-house director of development to strategize fund raising in

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Program Standing Committees Continued —

order to keep the Council economically healthy and vital.

2. Exploring the use of a marketing expert to help place Reading Recovery on the national agenda.
3. Developing a portfolio that could be used for fund-raising with larger foundations.
4. Identifying where/how people are successful in tapping resources for Reading Recovery.
5. Developing a "talking paper" that describes the purpose and function of Reading Recovery in layman's terms.
6. Collecting and publishing success stories and vignettes about Reading Recovery for publication.

If you can contribute information in any of these areas, please contact Lee Skandalaris or Barbara Schubert. Look for an update from this committee at the Teacher Leader Institute in Texas in June, 1998!

Committee members are:

- Billie Askew, Trainer, Texas Woman's University, Denton, TX
- Joetta Beaver, Teacher Leader/Site Coordinator, Barrington Elementary, Upper Arlington, OH
- Diane Dunn, RR Teacher, Eakin Rd. Elementary, Columbus, OH
- Clifford Johnson, Trainer/Site Coordinator, Georgia State University, Atlanta, GA
- Douglass Kammerer, Site Coordinator, Marion County SD, Marion, OH
- Jeanne Lemire, Teacher Leader, Department of Defense Dependent Schools, APO, AP
- William Lynch, Partner, Lynch Foundation, Rancho Santa Fe, CA
- Gay Su Pinnell, Trainer, The Ohio State University, Columbus, OH
- Barbara Schubert (Chair), Trainer, SC Co Ed Office, Educational Development Center, 1290 Ridder Park Dr, MC237, San Jose, CA, 95131-2398, Phone: 408-453-6737, FAX: 408-453-6905, Email: BCSchubert@aol.com
- Lee Skandalaris (Chair), Trainer, Oakland University, SESH, 472 O'Dowd Hall, Rochester, MI, 48309-4401. Phone: 248-370-3085, FAX: 248-370-4226, Email: skandala@oakland.edu
- M. Trika Smith-Burke, Trainer, NYU Dept. of Teaching and Learning, New York, NY

Descubriendo La Lectura Committee

Olivia Ruiz, Teacher Leader, Tucson, AZ, Chairperson

The Descubriendo La Lectura Standing Committee was created to represent Spanish Reading Recovery in the Reading Recovery Council of North America. The Spanish reconstruction of Reading Recovery, which began its development in 1988, had been working through a group consisting of trained Reading Recovery teachers, teacher leaders and bilingual educators known as the Collaborative for Spanish Reading Recovery/Descubriendo La Lectura (DLL). Guided by Marie Clay, the Collaborative focused on the development and implementation of Descubriendo La Lectura with the goal to maintain the integrity of Reading Recovery while embracing the current research and proven theory of Bilingual Education. The creation of the DLL Standing Committee provided the recognition, acceptance, and guardianship of Descubriendo La Lectura under The Ohio State University trade mark given by Dr. Marie Clay.

This Committee is made up of DLL teacher leaders, teachers and partners representing sites throughout the United States. The DLL Standing Committee serves as the liaison between the RRCNA membership and the DLL Collaborative. In order to provide communication of Descubriendo La Lectura on other Reading Recovery Standing Committees, each DLL Standing Committee member participates as a member of another RRCNA Standing Committee. This insures that Descubriendo La Lectura is included in the decisions and activities dealing with all aspects of Reading Recovery.

A major accomplishment of the DLL Standing Committee was the achievement of a permanent position for Descubriendo La Lectura on the RRCNA Board. This is an elected position which consists of a three-year term and includes the role of Chair for the DLL Standing Committee. As the first Descubriendo La Lectura representative, I believe this position has created an awareness for other Reading Recovery sites about Descubriendo La Lectura and, more importantly, has provided the support needed to refine the development of the program in Spanish.

Currently, the goals for Descubriendo La Lectura include integrating the DLL Guidelines into the Reading Recovery Guidelines and Standards; obtaining research on sustaining effects of Descubriendo La Lectura; and standardizing procedures and forms for implementation. This year we are looking forward to the first elected representative and hope that members take the time to vote and become involved in the RRCNA.

Committee members are:

- Kathy Escamilla, Partner, University of Colorado-Denver, Denver, CO
- Diana Geisler, Teacher Leader, University Park Elementary, Denver, CO
- Cristina Gomez-Valdez, Trainer, Mission Burgner Elem School, Oceanside, CA
- Lorena Gregory, Teacher Leader, Roberto Clemente School, Newark, NJ
- Bengie Jaime-Morgan, Teacher Leader, Chula Vista Elem SD, Chula Vista, CA
- Estelle Lara, Teacher, Farmers Branch Elementary, Farmers Branch, TX
- Carlos Manrique, Partner/DLL, El Monte City SD, El Monte, CA
- Yvonne Rodriguez, Teacher Leader, Texas Woman's Univ, Denton, TX
- Olivia Ruiz (Chair), Teacher Leader, Tucson Unified School District, 4456 East Poe, Tucson, AZ, 85711. Phone: 520-323-3043, FAX: 520-325-9537, Email: oliviar635@aol.com
- Carol Sullivan, Teacher Leader, RR Center/Veazie Street Schl, Providence, RI

4800 Attend 1998 Reading Recovery Conference

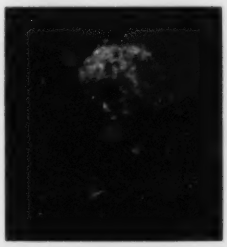
Once again the Ohio Reading Recovery Conference has posted record attendance numbers. One thousand more people attended the Conference this year than last year. The Reading Recovery Council of North America, The Ohio State University and the Ohio Department of Education co-sponsored the Conference and welcomed attendees from throughout the globe - Australia, New Zealand, Canada, Japan, Germany, Alaska, Hawaii and many other states.

The attendees participated in four keynote speaker sessions (described below) and attended presentations and study groups conducted by twelve featured speakers. In addition, over 150 concurrent sessions were presented by individuals who responded to the Call for Presentations and were selected by the Conference Planning Committee. Over 1500 people attended the nine preconference institutes which preceded the conference.

Gay Su Pinnell, Trainer at The Ohio State University, opened the conference as the keynote speaker. Her message of "Enriching the Partnership" focused participants' attention on literacy and justice. She presented seven goals for literacy advocates focusing on the daily decisions we make in teaching which insure justice and literacy for each child. Her conclusion is that teaching each child may be the most important thing we do because we do not know what this child will grow up to do.

Dorothy Strickland, Professor of Reading at Rutgers University, provided the banquet address entitled "Reinventing Our Literacy Programs: Books, Basics, Balance." She identified key changes in literacy instruction and in standardized testing which have occurred over the past decade as well as problems associated with implementation of those changes. She emphasized that the trend is toward balancing skills and meaning emphases and that we must reassure people that skills have not been abandoned but are being taught with a new and improved theoretical framework.

David Rose, Co-Director of CAST and Lecturer at Harvard University, addressed the Conference during Monday's keynote session. He described learning in the electronic age, especially on the World Wide Web which is a highly text based environment. He then presented brain research and showed video displays of the brain and the different parts of the brain which react when looking at words, listening to words, speaking words, and thinking of words. This combines with the parts of the brain which recognize things, which determine our strategies for reacting, and which decide what is important. Then he demonstrated individual differences in these areas for different people and described the implications for customizing the learning experience for each child.



Margaret Mooney, Teacher, Author, Researcher, and Consultant, closed the Conference with her address entitled "Who Asks the Questions and Why Are They Asked?" She focused attendees on the questions we ask in teaching and why we ask them. She asked if we are asking questions which reflect our beliefs. She asked if we are asking questions which cause children to ask questions of themselves and of their text. For example, are we asking "Were you right?" versus "How did you know you were right?" She identified appropriate questions to ask for content, strategies, and structure. She encouraged questions of what, why, how, and when to help children find their own questions.

These powerful keynote presentations reminded us of the connections between the work we do and the relationships which are essential for us to be successful. Understanding the inherent justice of literacy for every child and adult connects us to the greater society of which we are a part. Understanding the challenges to what we do from the left and the right helps us to balance our educational strategies to insure that we are meeting the individual learning needs of the children we teach. Asking the right questions and constantly seeking ways to improve our knowledge, understanding, and teaching means that we will remain fresh and proactive in our own professional development and in our teaching.

Complementing the professional educational offerings on the program was the participation of forty-five exhibitors and sponsors who provided opportunities for Conference attendees to review new publications and products and to purchase them onsite. The Conference thanks these exhibitors and sponsors for their participation.

MARK YOUR CALENDAR NOW FOR THE 1999 CONFERENCE: THE NATIONAL READING RECOVERY CONFERENCE IN COLUMBUS, OHIO, FEBRUARY 6-9, 1999.

COMPLETE THE CALL FOR PRESENTATIONS INCLUDED IN THIS NEWSLETTER AND BE CONSIDERED TO BE A PART OF THE PROGRAM. DEADLINE MAY 1, 1998.

Reading Recovery in Canada Update

Irene Huggins, Trainer/Coordinator
Dianne Stuart, Trainer/Administrator

Meeting the Challenge: Reading Recovery in Labrador

Labrador is part of the province of Newfoundland and Labrador. The portion called Labrador makes up the larger land mass and joins the Quebec border.

The Labrador School Board, District #1, encompasses the communities from Nain in the North to Black Tickle in the South, from Lake Melville in the East to Labrador City in the West. This is a large area, most of which is accessible only by plane in winter and boat or plane during the short summer. The one road going from Goose Bay to Labrador City is gravel and the trip by road is long and tiring. Labrador winters are long, and summers are short.

In 1993, the general opinion was that we had to do something about the reading problems within the district and so a decision was made to train a Reading Recovery Teacher Leader. Implementation within the Labrador Sjte began September, 1994. At that time there were two school boards operating locally and both boards awaited the opportunity to have teachers trained.

Getting the teacher centre organized went rather well. Everything was ready to go with the exception of "chairs"! The initial challenge was getting enough teachers for a training class.

After talking with the superintendent and meeting with the teachers, eight teachers were able to get involved if scheduling could be worked out with their administrators. Newfoundland school boards do not get extra staffing for new programming, so somehow each school had to work this into the existing staffing system and they did it, each school coming up with a workable timetable.

One of the biggest challenges faced was getting teachers to Goose Bay for training. During the first year there was only one teacher who had to travel by air to Goose Bay. In subsequent years most of the teachers-in-training have been from the coast which means air travel. Travel in winter can be a bit dicey. If it is too cold there may be mechanical problems with the planes or if snow storms arise the planes don't fly. On occasion, the plane may only get to some of the communities. Hours can be spent waiting at the airport for a plane that is delayed.

As you can see, this is a group of committed teachers who have learned to surpass a great many challenges. We wish all good luck.

Deans Convene Annual Meeting in Columbus

Deans from fourteen of the twenty-five university training centers attended the annual meeting of deans during the Reading Recovery Conference. The Deans discussed a wide variety of issues and responded to reports from Council leaders. Consistent issues across all training centers included interests in political strategies to garner support for the program and inter-university collaboration and communication.

The Deans discussed the implications of the Reading Recovery service statistics and the need for ways to conduct research into the effectiveness of Reading Recovery over the long term. They also discussed pending changes in the scan form reports which will provide data to communicate about the program in a more effective manner. In addition, the Deans expressed substantial interest in exploring what we have learned in Reading Recovery which can inform the work of teachers, teacher trainers, and others in the education delivery system.

Discussion about the future for the training centers focused attention on the collaborations which are needed to insure effective implementation; emphasis was placed on capacity building for full implementation across the country. Ideas included linkages among university site coordinators, involvement of superintendents in speaking on behalf of Reading Recovery, visibility at conferences and in publications which attract educational policy makers at the national, state, and local levels, and cross training among university faculty and administrators.

The Deans plan to meet again in 1999 to explore these ideas further and to support the Council in its efforts to secure full implementation.

State and Province News:

Illinois

On November 6, 1997, teacher leader Barbara Lukas and Reading Recovery teacher Bonnie Sartori from the Reading Recovery Plainfield Consortium participated in a televised interview concerning children's literacy and the Reading Recovery Program. The program was taped at the Tibbott School in Bolingbrook, Illinois. It aired on "Shirley and Ramona" on WCFC-TV Channel 38. The five and a half minute special clip addressed reading problems and the benefits of an early intervention program such as Reading Recovery. The program was seen throughout the greater Chicago area, Northwest Indiana, Southern Wisconsin, and parts of Michigan reaching an audience of over ten million viewers.

The participants in the televised taping sharing the good news about Reading Recovery: left to right: Barbara Lukas, Bonnie Sartori, Gina Rearden (Associate Producer), and Carol Wright (Producer).

Illinois held its annual conference in February in Chicago under the first-time sponsorship of National-Louis University. Nearly 100 attendees joined or renewed their membership in the Council.

Texas

Texas celebrated the beginning of its tenth year in Reading Recovery by recognizing representatives of the Richardson (Texas) Independent School District and the Northside Independent School District in San Antonio at the Texas Reading Recovery Conference last fall. Also recognized was Tucson (Arizona) City Schools which started Reading Recovery at the same time. In 1997-98 Texas Reading Recovery will serve nearly 300 school districts involving 1167 schools. Over 2500 Reading Recovery teachers and teachers in training will serve over 20,000 Texas children this year. Nearly 400 new members joined the Council at the Conference.

New England

New England supported the Council's growth and development with the addition of 377 new members at the November Reading Recovery Conference.

Pennsylvania and Michigan

Pennsylvania and Michigan contributed nearly 200 additional new members to the Council during their annual conferences in November and January, respectively.

South Carolina

South Carolina distributed over $800,000 for Reading Recovery last year with an emphasis on the number of children served and the percent of implementation.

Kentucky

Kentucky selected Reading Recovery as a showcase program for early literacy. Education officials include Reading Recovery on their list of nationally available curricula and instructional programs which have demonstrated proof of their effectiveness in fostering higher student achievement.

California

California held its annual conference for the first time in Sacramento. Over 260 new members joined the Council, and 136 members renewed their memberships at the conference. This makes California the state with the most RRCNA members.

Manitoba

Manitoba allocated $2.3 million for full implementation of Reading Recovery over the next five years. Training and support will be provided by the Western Canadian Institute for Reading Recovery.

Deadline

for next *Council Connections*
article submissions is June 15, 1998!

Deadline

Classroom Connections

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

Portfolios: One District's Journey

Ms. Geraldine Haggard, Teacher Leader
Plano ISD, Plano TX

Nine years ago the Reading Recovery Program was implemented in the Plano School District in Texas. Immediately Reading Recovery teachers, students, and parents became excited about what was happening with first graders who were selected for Reading Recovery. Then a startling thing happened. When report cards were given to Reading Recovery students and parents, they were amazed to see failing grades in language arts. These parents had observed Reading Recovery lessons and were enthusiastic about their children's progress. Now they were told that their child would fail.

When asked, the classroom teachers responded, "Yes, your child has shown great growth, but … ." Reading Recovery teachers were disappointed. Parents were disappointed. District administrators were disappointed. Our district realized that they had a problem. How could we help the classroom teacher recognize the students as successful learners who had to begin their journeys into literacy at different points?

The Curriculum Department of the district set forth to study books based on brain research and expectations for learning. Several instructional and assessment practices were determined to be "developmentally appropriate". These included:

1. Learning must be appropriate to the individual child; it must take into account each child's development, interests and background.
2. Because of differences in rates of brain development, children cannot be expected to learn the same things in the same way or on the same day. Children's learning follows individual paths based on individual and possibly unique prior experiences.
3. Children are born with a strong natural impulse to investigate their environment. The best learning for children comes when children are busy interacting in a risk free environment as close as possible to the real, natural environment around them.
4. Children need hands-on experiences and social interaction around the content.
5. Children learn to read and write from many experiences with the rich world of the written word.
6. Paper and pencil assessments of young children tend to be inaccurate.
7. Direct observation of children at work gives more accurate information about what a child has grasped and can use. The assessment must match the type of instruction the child knows.
8. In the classroom, the teacher must spend a good part of the day not talking, but watching and listening to children. (Bredekamp and Roegrant, 1992)

From this information, the district decided to implement portfolios to meet the learning pace of each child. The feeling was that with portfolios each child would be evaluated by a set of standards appropriate for his or her stage of development.

A Plan of Action

A small group of elementary principals approached curriculum leaders and asked them to pilot portfolios in their schools. Another committee collected informal assessment instruments from commercial portfolio literature and from records brought to the Plano district by new students. Teachers studied these, redesigned some, and wrote new ones.

In addition, Curriculum Coordinators trained all of the kindergarten, first, and second grade teachers in the pilot program to do running records. Many of the items included in the portfolios were based on running record observations.

Contents of the Portfolio

The goal was to make the portfolio both a "show" and a "working" portfolio. The student was to have pride in his/her achievements and feel that pride as the portfolio was shared with parents and other audiences. Another goal was to use the portfolio as the basis for class planning. For several years the district had collected the results of diagnostic assessments during the first week of school and used this information to organize reading groups and make decisions about placement of students in special programs. An important expectation which resulted from the implementation of portfolios was the emphasis placed on the primary level teacher's responsibility for providing appropriate instruction for all students in her classroom.

This data collected early in the year was to be revisited and added to during the year. The informal assessments included retellings of stories and nonfiction, oral language samples, letter knowledge tasks, handwriting samples, running records, interest surveys, writing samples, listening activity records, journal entries, dictation samples, and ten minute word writing sprees.

Other types of work put in the portfolio included dated written compositions, student records of books read throughout the year, written reactions to books, teacher observations kept on index cards or sticky notes, writing done at the computer, records of work and work samples from centers, records and evaluation of child's performance at centers, and work samples from the integrated curriculum used by the district for integrating content areas into language arts. In summary, the portfolio was seen as ongoing with no end points. They were revisited as children progressed through school.

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Reporting Procedure

The teacher held conferences with parents, or parents and the student, at least three times a year, at approximately nine-week intervals. In the fourth reporting period, information via a parent-student celebration or a written report was planned.

The fear that a portfolio system might "water down" achievement has not been a reality. In fact, parents saw that each child was provided with rigorous, high-quality opportunities to acquire knowledge with specific subjects across subject boundaries. Although students did not receive grades, they received constant modeling of standards for quality work. The students learned to use rubrics for evaluating and planning their own work. The emphasis on student self-reflection on their work gradually developed within them the ability to be self-evaluators of the quality or excellence of their work.

Every family received a Parent Handbook that explained the portfolio process, provided sample forms of diagnostic assessments used, and answered questions about what to expect at the parent conference. Running records were explained. A brief summary of research findings about how learning takes place was included. The Parent Handbook and all of the portfolio components were made available in Spanish for bilingual classroom teachers and students.

District Support for Portfolio

The Portfolio Task Force asked for, and received, the support of the Plano Board of Education as the program began. The project now includes all thirty-three elementary schools in the district. The Board of Education adopted the procedure as the district approved reporting system for kindergarten through second grade.

Throughout the project, now eight years old, teachers continue to meet and explore ways to effectively gather and use the portfolio and its contents with parents, students, and other audiences. Robert Tierney speaks of this task as "A shift from something you do to children to something you do with them or help them to do for themselves - a form of leading from behind". (1998).

The Task Force became convinced that regular and frequent attention should be given to the portfolio by students and teachers. The two audiences work together as the students add, weed-out, and analyze the contents of portfolios. The collection belongs to the child. The teacher serves as a consultant as the contents of the portfolio are assembled and used. The process is ongoing.

Shifts in Understanding Required for Success in Portfolio Use

Anyone considering the use of portfolios needs to self-examine his understanding of this type of assessment. The following questions seem to be appropriate:

1. Do you understand the reasons for informal assessment versus averaging grades?
2. Can you find small blocks of time for diagnostic teaching?
3. Do you understand the relationship between isolated skills and the processes of reading and writing?
4. Do you truly believe that all students can grow?
5. Do you believe acceleration is possible? If you do, whose responsibility is the process?
6. Can you feel comfortable with the idea that all students may not need the same activities and/or the same assignments on the same day?

The journey into portfolio assessment is not an easy trek. However, this Texas district has found that if the journey is carefully planned, well monitored, and includes all interested parties, the journey can be joyful and rewarding.

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Farr, R. & Tone, B. (1998) *Portfolio and performance assessment*. New York, N.Y., Harcourt Brace College Publishers.

Haggard, G. (1997) (Video Series) *Guiding young readers and writers*. Plano Independent School District, Plano, TX.

Tierney, R. (1998) Literacy assessment reform: shifting beliefs, principled possibilities, and emerging practices. *The Reading Teacher*, Vol. 51 No. 5, International Reading Association, Newark, DE.

Website Question

As Diane DeFord and the Website Subcommittee begin their work to help the Council develop its website, we need your suggestions for the content.

What features would you like to see in the website? Email them to the Council in care of Julie Reeves at reeves.8@osu.edu. Thanks for your ideas!

- The committee members are:
- Craig Ausel, Teacher Leader, Lancaster, PA
- Janet Bufalino, Trainer/CC Editor, Shippensburg, PA
- Jeannie Davis, Teacher Leader, Glendale, AZ
- Diane DeFord, Trainer, Columbus, OH
- James Gambardella, Site Coordinator, Providence, RI
- Nancy Kroll, Teacher, Menomonee Falls, WI
- Susan Lewis, Teacher, Berkeley, CA
- Kathryn Lukas, Teacher, Milton, WI
- Mary Packwood, Teacher, Apple Valley, MN
- Joelle Schlesinger, Teacher Leader, Joliet, IL
- Mary Fran Skovera, Contact/Administrative Aide, New York, NY
- Linda Stoverink, Teacher, Carthage, IL
- Garreth Zalud, Trainer, Vermillion, SD

THE ADVOCACY CORNER

Scott Himelstein, Government Relations Consultant to RRCNA and President of the Lynch Foundation

The Reading Excellence Act (REA) passed the U.S. House of Representatives on November 8, 1997, and is likely to be considered by the Senate this spring. REA, if passed without amendment by the Senate, will provide $210 million in grants for research, teacher training and individual grants for primary and secondary reading instruction. One of the major objectives of REA will be to offer competitive grants for professional development of teachers using reliable, replicable, research in reading instruction that has been shown to work.

A peer review panel will be comprised, at a minimum, of representatives from the National Institute for Literacy, the National Research Council of the National Academy of Sciences, the National Institute of Child Health and Human Development, and the Secretary of Education.

There have been concerns expressed by some that this legislation was intended to exclude certain instructional strategies, including Reading Recovery from competing for these grants. In response to these concerns, I asked Congressman Frank Riggs, Chairman of the Subcommittee on Early Childhood, Youth and Families, and one of the principal architects of REA for clarification. In a letter dated November 25, 1997, Mr. Riggs states that, "It is not the intent of this legislation to determine curriculum or to mandate any specific program. Rather, each competitive grant proposal will be measured against the standards of reliable, replicable research." In addition, Congressman Riggs states that under the House version of REA, "Any existing reading program may be part of the application for funds under the Reading Excellence Act."

I might add that Congressman Riggs has visited several Reading Recovery sites in his Congressional district and has indicated support for those school districts opting to implement Reading Recovery. I urge you all to continue inviting your elected representatives to your sites so that they may better understand the positive impact Reading Recovery has had in their schools and communities.

S 1590, the Senate version of REA, has yet to be considered. Senator Dan Coats of Indiana is the Chairman of the Subcommittee on Children and Families, and it is in this committee that REA first will be heard. Senators will have the opportunity to amend or keep intact the House version of REA.

Those of you wanting more information on S 1590 may contact the Subcommittee on Children and Families at 202-224-5800, or contact one of your United States Senators.

Book Corner

Good Books, Good Times!

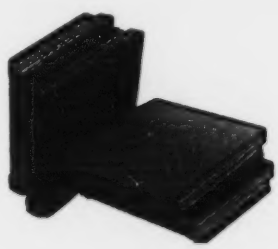
Constance A. Compton, Early Literacy Coordinator, Arlington, TX

This column reviews new children's books and explains ways that teachers and children are enjoying these titles in their classrooms. To recommend a title for review or to submit a review, write to Dr. Constance A. Compton, 704 Stafford Drive, Arlington TX 76012.

Ruth Brown's Toad
Brown, Ruth. (1997). Toad. Dutton Children's Books: NY.
ISBN 0-525-45757-7
USA $14.99
CAN $21.75

I am having a wonderful time sharing new books with young children. One of our favorites is *Ruth Brown's Toad.* Brown introduces us to a rather disgusting main character: a slimy toad; and we observe him throughout the day, in his natural habitat. Brown adds excitement to the story by having a monster lurking about, waiting for the toad to be caught unaware.

From end-page to end-page, Brown's gruesome illustrations are a catalyst for lively conversation among the children. They will debate whether the end pages are toad's warts and lumps and bumps;



toad's eggs; or toad's eyes protruding from the mucky swamp waters. Turn the page and the question now becomes: Whose footprints are those tramping across the title page? Every turn of the page provides for further debate and discoveries from the reader.

In addition to the ominous illustrations, Brown's rhythmic text delights the children. Vocabulary such as "odorous, oozing, foul and filthy and dripping with venomous fluid" or "bug-crunching, worm-munching" will roll off the children's tongues and cleverly be woven into their day to day conversations.

This is a must for your collection!

New Publications and Products Are Available

The Council is pleased to announce the availability of three new publications and conference audiotapes.

Volunteer Literacy Manual: The Council's commitment to the involvement of volunteers (including parents and community members) in early literacy efforts is represented in this *Manual*. An advisory committee of Reading Recovery teachers, teacher leaders, and reading specialists assisted in preparation of the *Manual*. The *Manual* is not a training manual for the volunteer tutor. It is a manual to help the volunteer development and management effort. Specific training programs for volunteers can be tailored to meet a particular school's needs. The *Manual* includes six sections on the following topics: value of volunteers; volunteer roles; volunteer recruitment; recruiting and training volunteers; volunteer recognition; risk management. In addition, there is a section on selected readings. The final resources section is provided as black and white masters supported by a Macintosh or PC computer diskette to facilitate modification of forms to meet the individual school's circumstances. The *Manual* is available to Council members for $15.00 and to nonmembers for $25.00. Be sure to indicate whether you require a Macintosh or a PC diskette.

The Council expresses its thanks to the Volunteer Literacy Manual Advisory Committee whose members spent countless hours writing and refining the Manual. Our thanks to: Joetta Beaver, Janet George, Colleen Griffiths, Mary Merrill, Linda Mudre, Lynn Salem, Sandy Schroer, Carole Sebest, Josie Stewart, and Melissa Wilson. Special thanks also go to reviewers of the document who provided outstanding recommendations from afar.

International Reading Recovery Directory for 1997-98 is now available. $20.00 for members and $30.00 for nonmembers.

Executive Summary of Reading Recovery 1984-1997 is now available. $5.00 for single copy to members or $400.00 for 100 copies; $9.00 for single copy to non-members or $800.00 for 100 copies.

Audiotapes from the 13th Annual Reading Recovery Conference and National Institute are now available. Forty-eight sessions are recorded. A special order form is required. If interested, please call the RRCNA Products Department at 614/292-2869 to request a copy of the order form and for price information.

Watch your mail later this spring for the Council's new catalog of publications and products.

Thanks to Publishers

Special thanks to the publishers and distributors who have donated little books in 1998 to support the Council's membership recruitment efforts.

Look for the Council's membership table at the next Reading Recovery Conference.

- AKJ Educational Services, Inc.
- Celebration Press
- Dominie Press
- Kaeden Books
- McGraw-Hill Learning Materials
- Michaels Associates
- Modern Curriculum
- Reading Matters
- Richard C. Owen Publishers, Inc.
- Rigby
- Scholastic, Inc.
- Seedling Publications, Inc.
- Selection Book Fairs
- Sundance
- Troll School and Library
- Wright Group

Wanted: Associate Editor

If you have had previous editing experience or would like to learn, please contact Janet Bufalino, Editor for more information.

Phone: 717.532.1166
Fax: 717.530.4036
e-mail: Jmbufa@wharf.ship.edu

Reading Recovery Council of North America Publications and Products

February 1, 1998

Volunteer Literacy Manual (VOLmac or VOLpc): Volunteer management manual for schools and community organizations which are interested in developing or expanding existing literacy programs. Provides information, resources, and materials for understanding the value of volunteer service, defining volunteer roles, recruiting volunteers, training volunteers, recognizing volunteers, and managing the risks inherent in a volunteer program. A list of selected readings is included. Black and white masters and computer diskettes for modifying the masters are included. Specify "VOLmac" for Macintosh diskette or "VOLpc" for IBM PC compatible diskette. (Members $15.00 single copy; Non-Members $25.00 for single copy)

Audiotapes from the 13th Annual Ohio Reading Recovery Conference and National Institute: Contact the RRCNA Products Department at 614/292-2869 to request a special order form and price information.

Executive Summary 1984-1997 (ES97): Annual report of Reading Recovery in North America. Organized to answer questions such as "What is Reading Recovery?", "Does Reading Recovery Work?", and "How Is Reading Recovery Implemented?" Special sections on the Reading Recovery Council of North America, the Canadian Institute of Reading Recovery, and Descubriendo La Lectura. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

Research in Reading Recovery: A publication by Heinemann which includes the original Reading Recovery research articles from the first three issues of the RRCNA professional journal Literacy, Teaching, and Learning. Available only from Heinemann with royalties benefiting the RRCNA.

Reading Recovery: A Review of Research (ER23): A publication by Gay Su Pinnell which describes and analyzes available research in Reading Recovery. Includes a complete bibliography. (Members $5.00; Non-Members $8.00)

Site Coordinators Handbook (SCH): A "must have" for Reading Recovery site coordinators. Contains descriptions of Reading Recovery, the site coordinators' role, time lines and issues for teacher leader training year, responsibilities and characteristics of teacher training sites, definition and calculation of full implementation, developing consortia, research and evaluation responsibilities, and references and related readings. Over 100 pages in length and presented in a three-ring binder with dividers and room for expansion. (Members $25.00; Non-Members $35.00)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): Specifically designed for schools which are developing new approaches to Title I funding and programming. Highlights ways to provide for Reading Recovery programs under new Title I regulations. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

International Reading Recovery Directory (DR98): Alphabetical and geographical listings of addresses, phone numbers, fax numbers, and e-mail addresses for Reading Recovery teacher leaders, tutors, site coordinators, and trainers in North America, Australia, Great Britain, and New Zealand. (Members $20.00; Non-Members $30.00)

Descubriendo La Lectura Booklist (DLL): Spiral-bound, sixty-page document with books organized in separate sections by title, by level, and by publisher. Published in collaboration with the Descubriendo La Lectura National Collaborative. (Members $10.00; Non-Members $15.00)

Reading Recovery Book List (BL97): Provides the titles, levels, publishers, and some word counts for books that have been leveled for use in Reading Recovery. Revised in January 1997, the Book List is a printed list including all titles selected for use in Reading Recovery, sorted by title, level, and publisher. New titles are designated by asterisk. Available only to trained Reading Recovery educators as a single copyrighted list or as a master with permission to duplicate. (BL97S: Single copy: Members $20.00; Non-Members $25.00; BL97M: Single copy: Members $100.00 includes permission to duplicate; Non-Members $125.00 includes permission to duplicate)

RRCNA Promotional Items:

Coffee Mugs (MUG): Navy blue ceramic with white RRCNA logo or white with navy logo. (Members $5.00; Non-Members $6.00)

Folders (FOLD): Black with white RRCNA logo. (Members $1.00; Non-Members $1.50)

Use the Membership/Order Form on the inside back cover of this issue to obtain any of these items except as indicated.

CALL FOR PROPOSALS

1999 NATIONAL READING RECOVERY® CONFERENCE

"Working Together for Literacy"

FEBRUARY 6-9, 1999 • Columbus, Ohio
Sponsored by The Reading Recovery Council of North America

The National Reading Recovery Conference is sponsored by the Reading Recovery Council of North America, with support from The Ohio State University. The theme will be ***"Working Together for Literacy"*** reflecting the collaboration of Reading Recovery practitioners, classroom teachers, administrators and site coordinators, researchers, child advocates, and children and families in implementing Reading Recovery and early literacy programs. The Council invites your prompt response to this Call for Proposals.

Types of Presentations

CONCURRENT SESSION

Single topic program in which presenter(s) share directly with a general audience in a more formal lecture-type format. Audience participation generally is limited to question and answer session(s) at the discretion of the presenter(s). Recommended audiences:

- Reading Recovery practitioners
- Classroom teachers
- Administrators
- Researchers
- Descubriendo La Lectura
- General Audience

STUDY SESSION

Single topic program designed to allow participants to share in an in-depth investigation directed by one or more presenters. Presenters facilitate much interaction among participants while providing direction for and summation to the topic explored. Audience is limited to:

- Reading Recovery teachers
- Reading Recovery teacher leaders
- Reading Recovery trainers of teacher leaders

Program Proposal Guidelines

1. Complete the proposal form providing all the information requested, including anticipated audiovisual or other presentation needs. This information will be confirmed upon acceptance of your proposal.
2. Attach the completed proposal to a brief (no longer than one page) general description or outline of the presentation. No proposals will be accepted without accompanying outline.
3. All information must be typewritten or CLEARLY printed.
4. Applications are read as part of a juried process by the Conference Planning Committee. Information may be edited for space and clarity. Applicants will be notified of the status of their proposals after the Committee has evaluated all proposals. It is the responsibility of the person submitting the proposal to notify all co-presenters.
5. All applications must be postmarked by **May 1, 1998**. Send program proposals to:

Julie Reeves, Program Coordinator
Reading Recovery Council of North America
1929 Kenny Road, Suite 100
Columbus, Ohio 43210-1069
614-292-1792
FAX: 614-292-4404

CALL FOR PROPOSALS

1999 NATIONAL READING RECOVERY® CONFERENCE

FEBRUARY 6-9, 1999

"Working Together for Literacy"

PRIMARY PRESENTER INFORMATION

Registration fee is complimentary for **primary presenter only** unless presentation is repeated. Chairs of panels are entitled to complimentary registration, but not members of panels.

Please do not use abbreviations in any of the following information (except state).

Name _____ Job Title _____

School District/Organization (For teachers and administrators, please list only school district, NOT name of school or facility.) _____

School District City _____ School District State _____

Home Mailing Address _____ City _____ State ___ Zip _____

Daytime Phone (___) _____ FAX (___) _____ Evening Phone (___) _____

CO-PRESENTER INFORMATION Co-presenters must pay the Conference registration fee. If the session is selected to be repeated, one co-presenter will be entitled to a complimentary registration. This complimentary registration will be provided to the first person named below.

PRESENTATION TITLE (Please limit your title to 10 words or less)

_____

Name _____
Job Title _____
School District _____
City, State _____ _____

Name _____
Job Title _____
School District _____
City, State _____ _____

Name _____
Job Title _____
School District _____
City, State _____ _____

Name _____
Job Title _____
School District _____
City, State _____ _____

ABSTRACT (Write your abstract in narrative form as you wish it to appear in the conference program. Please limit your description to 50 words. Be as clear as possible about what the participants may expect from your session.)

CALL FOR PROPOSALS

TYPE OF PRESENTATION: ❑ Study Session (Reading Recovery Only)
❑ Concurrent Session (includes panels)

PROPOSED AUDIENCE/STRAND
- ❑ Reading Recovery Practitioners
- ❑ Classroom Teachers (Primary)
- ❑ Administrators/Site Coordinators
- ❑ Descubriendo La Lectura
- ❑ Researchers

PRESENTATION PREFERENCES
(An effort will be made to honor preferences, but program planners may make changes.)

Are you willing to repeat your session if it is selected? ❑ Yes ❑ No

Do you wish to have a presider assigned to your session? ❑ Yes ❑ No

Do you give permission for your session to be audio taped for distribution? ❑ Yes ❑ No
If you checked YES for the question above, please complete this release:

I, _____, hereby give permission to the Reading Recovery Council of North America to tape record my presentation at the 1999 National Reading Recovery Conference in order to make the tape available to attendees of the Conference.

_____ _____
Signature Date

DO YOU PLAN TO ATTEND THE FULL CONFERENCE? ❑ Yes ❑ No

If no, I plan to attend only on _____

AUDIO VISUAL NEEDS

A screen and overhead projector will be provided for all presentations. Other requests will be honored **only with advanced notice** and within conference budgetary limits. Please be specific in listing your needs. **No audio visual equipment requests or changes will be accepted after October 1, 1998.**

ADDITIONAL A/V REQUESTED _____

Reading Recovery Council of North America

Benefits of membership in RRCNA include:

- A one-year subscription to RRCNA newsletters
  - Council Connections (3 issues)
  - Running Record or Network News (2 issues each)
- A one-year subscription to *Literacy, Teaching and Learning* research journal(2 issues)
- Special member rates on other RRCNA publications
- Voted representation on the RRCNA Board of Directors
- A lapel pin and membership certificate for new members
- A network of colleagues throughout the Continent

READING RECOVERY® COUNCIL OF NORTH AMERICA

❑ Renewal ❑ New

Name _____ Employer _____

Work Street Address _____

Wk City _____ Wk State/Province _____ Wk Zip Code _____

Wk Phone _____ Wk FAX _____ Wk E-Mail _____

Home Street Address _____

Hm City _____ Hm State/Province _____ Hm Zip Code _____

Hm Phone _____ Preferred Mailing Address: ❑ Home ❑ Work

❑ RR Teacher ❑ RR Site Coordinator ❑ RR Teacher Leader ❑ RR Leader Trainer

❑ Partner: Specify ○ Classroom Teacher ○ Title I Teacher ○ Principal ○ Administrator ○ Parent ○ Volunteer

❑ I am associated with Descubriendo La Lectura.

❑ I am associated with Canadian/Western Institutes of Reading Recovery.

Please help the Council maintain an accurate Reading Recovery database by providing the following information:

If a Teacher Leader, list your affiliated university regional training center _____

If Reading Recovery Teacher, list name of Teacher Leader _____

If Reading Recovery Site Coordinator or Teacher Leader, list name of your site(s) _____

I was referred for membership by _____

I would like to pay annual membership dues of $40.00 per year. $_____

I would like to pay supporting membership dues of $100.00 per year. $_____

I would like to make an additional tax deductible charitable contribution to help support the Council's work. $_____

You may use this section to order additional RRCNA Products and Publications

Code:_____ Item Description: _____ Quantity: _____ Total: $_____

Code:_____ Item Description: _____ Quantity: _____ Total: $_____

Code:_____ Item Description: _____ Quantity: _____ Total: $_____

TOTAL AMOUNT OF MEMBERSHIP, CONTRIBUTION, PRODUCT ORDER $_____

__ Visa or __ MasterCard

_ _ _ _ - _ _ _ _ - _ _ _ _ - _ _ _ _

Expiration Date _ I _ mo. _ I _ yr.

Signature: _____

Please send completed form with your check, credit card information, or purchase order made out to RRCNA to the following address:

Reading Recovery Council of North America
1929 Kenny Rd., Suite 100
Columbus OH 43210-1069
(614)292-7111
FAX (614)292-4404

Office Use Only
Remittance Advice: RRCNA

Name _____
Check # _____
Invoice # _____
Date _____
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Columbus, OH 43210
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Visit RRCNA Exhibit Booth at IRA in Orlando.

Important Dates

1998 Teacher Leader Institute
June 3-7, 1998, Hyatt Regency Dallas Fort Worth Airport, Dallas, Texas, Contact: Holly Bartholomew, 614/292-6934

International Reading Recovery Institute
July 5-8, 1998, Cairns, Australia, Contact: Australian Conference Venues & Destinations, http://www.linstar.com.au/auscon

National Reading Recovery Conference
February 6-9, 1999, Greater Columbus Convention Center and Hyatt Regency, Columbus, Ohio, Estimated Conference Registration Fee: $165 (Members), Estimated Preconference Institute Registration Fee: $85 (Members), Contact: Holly Bartholomew, 614/292-6934

Second North American Leadership Academy
April 7-10, 1999, Hyatt Regency on the River Walk, San Antonio, Texas, Estimated Registration Fee: $350 (Members), Contact: Jean Bussell, 614/292-1795

1999 Teacher Leader Institute
June 2-5, 1999, Hyatt Regency, New Orleans LA, Estimated Registration Fee: $ 230, Contact: Holly Bartholomew, 614/292-6934

Positions Available

Reading Recovery Teacher Leader
Austin Independent School District, Texas
Prefers teacher certification, teacher leader certification, reading specialist certification. Send letter of interest for position, resume, certification, and copies of transcripts to: Elma Berrones, Professional Personnel Coordinator, Austin ISD, 1111 West 6th Street, Austin, TX 78703-5399

Reading Recovery Teacher Leader
The Madison Metropolitan School District, Madison, Wisconsin
Requires Wisconsin Department of Public Instruction certification. Reading Teacher (#316) or Reading Specialist (#317) preferred. Contact Department of Human Resources at 608/261-9020 to request application materials.

Reading Recovery Teacher Leader
Albuquerque NM Public Schools
Establish Reading Recovery Program and Train Twelve Teachers. Contact Russ Romans, APS Title 1 Program, 220 Monroe Street SE, Albuquerque NM 87108, 515/256-4248, E-mail: rromans@unm.edu

Reading Recovery Teacher Leader
Capitol Region Education Council to train teachers for a Connecticut Consortium of Schools. Contact Marcia Yulo, Site Coordinator, 111 Charter Oak Ave., Hartford, CT 06106, Phone: 860/524-4061 to request application materials.

Reading Recovery Trainer of Teacher Leaders and/or Teacher Leader
Oahu, Hawaii to support and expand existing program. Contact Myron Brumaghim, Principal, Nanaikapono Elementary School, 89-195 Farrington Highway, Walanee HI, Phone 808/668-5800, Fax 808/668-1453

Reading Recovery Teacher Leader
Rio Rancho Public Schools in New Mexico has an opening for a Teacher leader to train 13 teachers in the 1998-99 school year. Contact Assistant Superintendent Walter Gibson. Phone: 505/896-0667, FAX 505/896-0662, Email: RRPS4@NM-US.Campus.MCI.Net

Reading Recovery Teacher/Teacher Leader
Moline School District No. 40, IL
Application, resume, and credentials to: William G. Lehman, Director of Personnel, Moline School District No. 40, 1619 Eleventh Avenue, Moline IL 61265, 309/736-2100

READING RECOVERY COUNCIL OF NORTH AMERICA

Council Connections

Fall 1998
Volume 4 • No. 1

A Newsletter of the Reading Recovery® Council of North America

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President's Message

Billie J. Askew

"The challenge of literacy improvement is fine-tuning programs that are already satisfactory to get better results." (Clay, 1998, p. 197)

This quote from Marie Clay's new book, *By Different Paths to Common Outcomes*, offers a challenge to all of us as members of the Reading Recovery Council of North America. It is certainly a challenge to Reading Recovery professionals to work toward even better results within a successful program. It also provides a challenge to literacy partners who are seeking to fine-tune programs within comprehensive literacy initiatives.

In considering how my new role as President of the Reading Recovery Council of North America matches my own daily professional role, I am reminded that RRCNA is the vehicle that makes much of what I do possible! RRCNA was created to provide a support system for Reading Recovery—to provide a structure for enhancing program implementation, ensuring the integrity of the program through standards and guidelines, fostering research and evaluation, supporting publications for a wide variety of audiences, as well as supporting the roles of trainers through the establishment of advisory committees.

RRCNA's sole purpose is to sustain the integrity of Reading Recovery and to expand its implementation in order to ensure access to Reading Recovery for every child who needs it. We must increase the number of individuals who understand, support, and collaborate in order to accomplish our vision that children will be readers and writers by the end of first grade. RRCNA provides the structure to enhance the roles of all members in realizing our common goals.

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Past President's Message

Joetta M. Beaver

Over the past year, it has been my privilege to serve as the third president of the Reading Recovery Council of North America, an organization committed to helping as many children as possible become proficient readers and writers by the end of first grade. I want to thank each of the board members, committee chairs, and committee members for their commitment to RRCNA, their support throughout the year, and their efforts that enabled the Council to move forward with its strategic plan.

In the coming year, I will continue to serve on the Board as chair of an ad hoc committee to lead the Board through a self-evaluation process as well as chair of the Nominating Committee. If you would like to nominate one of your colleagues to serve on the Board as vice president, secretary, site coordinator, trainer, partner, teacher leader, or university training center dean, please return the Nomination Form included in this issue by November 1st.

In closing, I would like to encourage each of us not to grow weary in serving as advocates for the lowest achieving first graders within the schools, communities, states/provinces, and countries in which we work and live. At the Teacher Leader Institute in Dallas this spring, Uri

continued on next page

President's Message Continued

I am amazed when I consider what has been accomplished in just over three years by RRCNA. In addition to securing an outstanding full-time staff to support the Council, members of the Council have created a range of high-quality publications, assumed leadership for a national conference and institute, and initiated a Leadership Academy. Descubriendo La Lectura (DLL) has become an integral part of the work of RRCNA.

A major accomplishment has been the establishment of representative committees to address the work of the Council in areas such as research, program implementation, standards and guidelines, and training. Whenever we become overwhelmed by the magnitude of the tasks ahead, we should remember how much we have accomplished as an organization in a short time.

When considering the awesome responsibility I face in my new role, I am encouraged by the support of a talented, energetic, and committed membership and a knowledgeable and dedicated Board of Directors. I am reminded that our common mission, **"to ensure access to Reading Recovery for every child who needs its support,"** can only be achieved by a collaborative group of Reading Recovery professionals and supportive partners. Together we can do so much!

My dreams for the Council for the 1998-1999 academic year will require the full commitment of all members. My first plea is for us to recruit all Reading Recovery professionals for membership. The Council is working for them. But, let us also recruit our literacy partners—classroom teachers, administrators, community members, university faculty, etc. We need a broad base of informed collaborators as we face current and future challenges.

Also, in order to accomplish the ambitious goals of the Strategic Plan of the RRCNA, we will need to increase the number of active participants working toward those goals. I also wish to acknowledge the important roles and responsibilities of the Board of Directors of RRCNA in directing and supporting the goals of the Council and in seeking resources for accomplishing those goals. The role of the Executive Director is also critical in supporting the work of the Council.

Finally, let us collaborate and work both within the organization and within our own schools and systems to ensure literacy opportunities for all children in the early years. Consider this final challenge from Clay's new book as you begin your new school year:

> It is time for us to institutionalize early preventative intervention accessible to all children who need it, as part of the overall system of delivering education, and as the first step in a process of improvement of literacy learning at all levels of schooling (Clay, 1998, p. 218).

Past President's Message Continued

Triesman from the University of Texas at Austin shared in his closing comments to the teacher leaders that every time a child leaves Reading Recovery, his/her potential as a learner has been expanded. As educators, we often say our goal is to help each child achieve his/her potential, but what a thrilling and awesome thought that we are able to expand children's potential. The lowest achieving first graders truly need our support and the opportunity to participate in Reading Recovery in order to succeed in school. So this fall as we, Reading Recovery teachers, teacher leaders, trainers, and classroom teachers, start another year working with the lowest achievers, may we approach every interaction with them as an opportunity to "extend potential." Have a great year!

Deadline for next issue
November 1, 1998!

Volunteer Literacy Manual Is Recognized

At the national level, **Carol Hampton Rasco**, Senior Advisor to the United States Secretary of Education and Director of the America Reads Challenge, recently responded to the Council's new *Volunteer Literacy Manual*. She writes, "BRAVO! The volunteer manual is terrific; thank you so much for sharing a copy. I am often asked about use of volunteers for tutoring in Reading Recovery schools - I will refer them now to the manual. Best wishes." (Personal Correspondence)

At the local level, the Junior League of Columbus has provided funding for the Council to distribute without charge a limited number of copies of the *Volunteer Literacy Manual* to schools in Central Ohio. The Council is working with teacher leaders in Central Ohio to identify the most appropriate schools. The Council welcomes this opportunity for a new community partnership for Reading Recovery.

Information about the *Volunteer Literacy Manual* is provided in the list of Publications and Products provided elsewhere in this newsletter.

Executive Director's Message

Jean F. Bussell

This summer I have been blessed with many opportunities in Reading Recovery. Each causes me to reflect on the incredible program with which I have the opportunity to be associated.

The Annual Teacher Leader Institute in Dallas in June brought together all the teacher leaders in the United States for the first time in four years. This powerful assemblage of teacher leaders and trainers focused on creative and energetic strategies for the enhancement of teaching, learning, and leading. Over 800 individuals participated. Reading Recovery is strong!

The RRCNA Board of Directors meeting held in Dallas following the Institute reinforced our collective commitment to the success of the RRCNA on behalf of Reading Recovery throughout North America. The actions taken and the plans created resulted from the thoughtful and sincere participation of all Board members in the deliberations which occurred over the two days of the meeting. The Council is tremendously fortunate to have the caliber of leadership it has had over the past four years. Please enjoy the special focus section on the Board of Directors contained in this issue of *Council Connections*.

The national organization for association management provided an opportunity for RRCNA President Billie Askew, RRCNA President Elect Mary Anne Doyle, and me to participate in a seminar on "Leading Together" in San Antonio. The seminar focused our attention on our respective roles in leading the Council over the next two years. It helped us create mutual understandings of the role of the Council and of our individual leadership roles. It was a genuinely valuable use of our time and resources.

The International Reading Recovery Institute certainly was the highlight of my opportunities this summer. I was honored to attend the Institute as the representative of the members of RRCNA. I particularly enjoyed the opportunity to participate with the administrators' strand. Here I learned enormous amounts of information about the implementation of Reading Recovery in New Zealand and Australia, and deepened my understanding of the implementation in Canada. Following the Institute, I traveled to Sydney, Australia, and to Auckland, New Zealand, where I had more opportunities to discuss Reading Recovery implementation with trainers and tutors and to observe teaching sessions. Reading Recovery is Reading Recovery throughout the world. The accents and colloquialisms are different, but the lessons are the same!

Finally, I had the opportunity to observe the implementation visit by Marie Clay to Ohio. Since Ohio is the first location of Reading Recovery in North America and is a fourteen year-old implementation, the opportunity to participate was splendid. The visit brought together Reading Recovery trainers, teacher leaders, teachers, site coordinators, and partners from throughout the state and was observed by

several trainers from other university training centers. It was three very intense days of reflection, analysis, and planning for the future. Once again I learned a tremendous amount of information about the implementation of Reading Recovery.

As fall approaches, I am looking forward to the continuation of such blessings. The opportunities to meet many Council members through the **state and regional conferences** will be the highlight of the fall. Winter brings the **National Reading Recovery and Descubriendo La Lectura Conference** in Columbus, Ohio. I hope many of you will be able to attend. And spring will bring the **Second North American Leadership Academy** in San Antonio where we will be joined once again by Marie Clay to assist us in **"Strengthening the Implementation of Reading Recovery in North America."**

Between each of these events, we will be busy working to implement the Council's priorities as identified in the strategic plans developed by the Board of Directors over the past two years. Another busy year is ahead of us, for there are many children who need Reading Recovery as a blessing in their lives. Keep focused on this thought, and the daily work will be rewarded with literate children leaving Reading Recovery to be successful in their classrooms.

Expiration Date on Label

Check the label on this newsletter to determine when your membership in the Reading Recovery Council of North America expires. Use the Membership Form on the inside back cover to renew. Copy the Membership Form and give it to a friend - Reading Recovery teacher, classroom teacher, principal, special services teacher, parent, or anyone else who supports the work of Reading Recovery. Encourage others to be a part of this Reading Recovery network!

Spring 1998 issues of *The Running Record*, *Network News* (site coordinators and teacher leaders only) and *Literacy Teaching and Learning: An International Journal of Reading and Writing* were mailed in late June to your designated mailing address. If you have not received these publications at home or at school, depending on your designated address, please contact the Council at 614/292-1792.

International Reading Recovery Institute Convenes in Cairns, Australia

The Cairns Convention Center was the site of the third International Reading Recovery Institute held July 5-7, 1998, in Cairns, Australia. Over 400 Reading Recovery trainers, teacher leaders (tutors), teachers, site coordinators, and administrators gathered to share ideas and learn from the international Reading Recovery leadership team.

Dame Marie Clay, creator of Reading Recovery, opened the Institute with an address focusing on her most recent considerations regarding the good things about Reading Recovery, the things we are working on and/or being challenged by, and the things to focus on for the future. **Billie Askew**, RRCNA President and Trainer at Texas Woman's University, presented the second keynote address and focused on teachers' attention to the behaviors of active learners and how teachers can build upon those behaviors to assist children in working from their strengths. **Barbara Watson**, Director of the New Zealand Reading Recovery Program, led attendees through an exploration of teaching for strategies and an examination of teaching issues which a teacher addresses in order to assist each child in developing literacy competency. **Gay Su Pinnell**, RRCNA Past President and Trainer at The Ohio State University, focused on the language foundation for Reading Recovery and elaborated on four themes: reading and writing as language processes, language as a support for learning conversations, language as creator of our discourse community, and language as used to construct networks of community and support.

In addition to these keynote presentations, **Ken Rowe**, Professor at the University of Melbourne in Victoria, Australia, addressed the assemblage on the topic of "What's So Good About Reading Recovery?" **Bridie Raban**, Professor at the University of Melbourne in Victoria, Australia, explored the topic of "Language and Literacy: Implications for Teaching." **Stuart McNaughton**, Professor at the University of Auckland in Auckland, New

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The International Reading Recovery Leadership Team pauses for a photograph. From the left: Gay Su Pinnell, Billie Askew, Marie Clay, and Barbara Watson. Pinnell, Askew, and Watson have been elected by their peers in the International Reading Recovery Trainers Group to collaborate with Dr. Clay on future planning for Reading Recovery throughout the world.

Administrators from four Reading Recovery countries pause for a photograph following three days of discussion. Front row from left: Cheryl McKinley, Queensland Department of Education, Australia; Tony Hall, Queensland Department of Education, Australia; Marilyn Peters, Site Coordinator, Michigan, USA; Jeanne Cheney, Site Coordinator, National-Louis University, USA; Back row from left: Alan Rice, New South Wales Department of Education, Australia; Ann Power, Nova Scotia Department of Education, Canada; Frank Braithwaite, Site Coordinator, York School District, Ontario, Canada; M. Trika Smith-Burke, Trainer, New York University, USA; Jean Bussell, Reading Recovery Council of North America; and Glenda Strong, Victoria Department of Education, Australia.

International Reading Recovery Institute - Continued

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Zealand, presented a discussion of "Developmental Diversity and Literacy Instruction."

Participants also participated in response group sessions following each keynote address and in seminars and workshops. Administrators convened in sessions facilitated by M. Trika Smith-Burke, Trainer at New York University, to discuss implementation issues and to explore keynote topics in greater detail with the keynote presenters, including Marie Clay.

The National Reading Recovery Centre in Auckland, New Zealand, hosted visitors to the Centre following the International Institute. Pictured here from the left are Christine Boocock, New Zealand Reading Recovery Trainer; Barbara Watson, Director of the New Zealand Reading Recovery Program; Patricia Kelly, Reading Recovery Trainer at California State University at San Bernardino, California; Dianne Stuart, Reading Recovery Trainer at the Canadian Institute of Reading Recovery, Toronto, Ontario; and Blair Koefoed, New Zealand Reading Recovery Trainer.

Canadian (plus one) Reading Recovery "tourists" visited the Auckland Reading Recovery Teachers' Centre in Auckland, New Zealand, following the International Institute. The tourists were treated to observing lessons behind the glass as well as continuing contact and inservice sessions. Pictured here from the left are: Phyllis Deering, Teacher Leader in Grand Falls-Windsor, Newfoundland, Canada; Patricia Kelly, Trainer at California State University in San Bernardino; Pam Jones and Hazel Dick, Teacher Leaders in York, Ontario, Canada; Janet Bright, Teacher Leader in Halifax, Nova Scotia, Canada; Anne MacQuarrie, Reading Recovery Teacher in Dartmouth, Nova Scotia, Canada; Karen Powell, Teacher Leader in Vancouver Island, Victoria, British Columbia, Canada; Christine Cole, Reading Recovery Teacher in Grand Falls-Windsor, Newfoundland, Canada; and Joe Ritchie, Teacher Leader in Truro, Nova Scotia, Canada. In addition to this visit, the Reading Recovery Trainer and Tutors in Sydney, Australia, hosted these same tourists during their visit in Sydney.

JULY, 2001 - Fourth International Reading Recovery Institute - Vancouver British Columbia Canada.

Copyright Questions - Ethical Responses: Understanding Copyright Issues

Mary Anne Doyle

Is it appropriate to photocopy issues of the periodicals (*Council Connections, The Running Record, Network News*) published by the Reading Recovery Council of North America (RRCNA) for colleagues who do not receive these publications? Is it permissible to photocopy one article from *Literacy, Teaching and Learning: An International Journal of Early Reading and Writing* to use with Reading Recovery training classes each year? Suppose an article, appearing in a publication received in a given week, dovetails the topic of the training session of the same week, is it fair to photocopy this article for distribution to the class immediately without the copyright owner's permission? Are publications available from RRCNA via the Internet limited by any copyright restrictions? (Please note that RRCNA plans to have World Wide Web capacity established during the 1998-1999 academic year.) Does copyright law allow an individual to provide published articles to others via the Internet without restrictions?

These questions represent issues posed by our membership in relation to the range of publications available from RRCNA. The responses vary and require exploration of copyright procedures established by federal law. The purpose of this article is to clarify the Copyright Law and provide understandings that serve as a guide for making appropriate, ethical decisions in regard to photocopying and/or disseminating RRCNA copyright-protected publications.

Historical Context

In the early implementation phase of Reading Recovery nationally, one means of disseminating information to Reading Recovery educators efficiently was by sending materials to teacher leaders and asking them to photocopy and distribute such materials to Reading Recovery teachers or site coordinators. This practice was an appropriate means of sharing information at a time preceding development of more formal publications. Early communiqués became our first newsletters, including *The Running Record* and the *Network News*.

At this point in our history, our network of Reading Recovery educators has become an international, professional society of nearly 8,000 members. The newsletters of earlier years have become bona fide publications that are directed by editors, reviewed stringently by editorial review boards, and produced professionally. These publications present our voice, our development, and our research to the academic community at-large. Both the authorship and the readership are international and multifaceted. They extend beyond our national cadre of Reading Recovery educators.

In meeting the challenge of producing quality publications for the academic community, the organization must assume all related responsibilities, including regulations established by federal law. Briefly, RRCNA's responsibilities entail submitting all publications to the Library of Congress, registering our publications with the U.S. Copyright Registry Office, and adhering to the U.S. Copyright Law. The RRCNA Board and the Publications Committee also wish to help members understand the nuances of this law so that everyone's practices reflect integrity. The practice of photocopying freely is not always appropriate, and members need to understand their responsibilities and their rights regarding all uses of copyrighted materials. The ensuing discussion reviews implications of the law.

The Copyright Law

The purpose of the Copyright Law is to protect the rights of individual property owners in cases where the property is a creative work, referred to as intellectual property. Most often, the copyright owner is either the individual(s) who created the work, or a publisher who has secured the copyright ownership from the creator. Indication of the copyright owner is found in the copyright notice appearing in the publication. For example, the notation, *© 1998, Reading Recovery Council of North America. All rights reserved.*, identifies RRCNA as the copyright owner of all original materials presented in the specific publication. This notice will appear in all RRCNA publications.

Copyright protection extends to all forms of creative works. In our context, these include journals, periodicals, newsletters, books, monographs, booklists (English and Spanish), training materials, manuals, videotapes, audiotapes, computer software, World Wide Web pages, and any publications transmitted via the Internet.

The law grants copyright owners exclusive rights to control their works. These rights include the freedom to modify, reproduce, display or distribute the work as well as the authority to give or deny others permission to modify, reproduce, display, or distribute the work (Circular 21). In essence, the law serves to protect the property owner's rights by limiting the use of protected materials *without permission*.

While the law appears to suggest that a user of copyright-protected material must secure permission from the owner before any use of the material (e.g. photocopying and/or distributing), this is not always the case. The law does allow the use of portions of a copyrighted work without the copyright owner's permission for purposes of criticism, comment, teaching, scholarship, or research (Section 107, Title 17, United States Code). This user-privilege is referred to as *fair use*.

Fair use doctrine is complex and difficult to interpret as the original law does not give explicit guidelines.

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Consequently, educators rely on a set of congressionally endorsed standards, *Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions With Respect to Books and Periodicals*, to guide decisions of fair use (Cate, et. al, 1998). These are reviewed below.

Educational Fair Use: Guidelines for Copying

Educational fair use of copyright-protected materials is regulated by four standards presented in the Copyright Act. Stated briefly, these include the purpose of the copying, the nature of the copyrighted work, the amount of the copyrighted original being used, and the effect of the use on the potential market, or value, of the copyrighted work (Circular 21). Therefore, the amount of copyrighted material an educator can photocopy and/or distribute without permission is determined by the use of the material; the criteria differ for personal versus classroom applications.

More specifically, if an instructor is securing material for use in his/her research, or in preparation for teaching a class, fair use doctrine allows a single copy of any of the following: One chapter of a book, one article from a periodical; one short story, essay, or poem; or, one chart, graph, diagram, drawing, or picture from a book, periodical, or newspaper (Circular 21).

Multiple copies, equaling the number of students in a class, may be made without permission if the photocopying and/or distribution meet the tests of brevity, spontaneity, and cumulative effects. These three factors must be considered simultaneously in each instance (Circular 21).

Brevity pertains to the length of the material copied, and suggested limits differ for poetry, prose, and illustrations. A complete poem if less than 250 words, or an excerpt from a long poem of not more than 250 words, may be copied without permission. If the material is prose, the condition of brevity is met by limiting the copied portion to a complete work (article, story, essay) of less than 2,500 words, or an excerpt of not more than 1,000 words, or 10% of the work, whichever is less. The guideline for illustrations is a limit of one chart, graph, diagram, etc., per book or periodical. If the material is a special work that presents text and illustrations (e.g., a piece of children's literature) and the entire text is less than 2,500 words, an excerpt of no more than two pages containing no more than 10% of the text may be reproduced without permission (Circular 21).

The spontaneity condition for copying without permission specifies that the use of the material is not preplanned. Rather, the decision to share the work is spontaneous and results in insufficient time to secure permission before the material is needed to support one's teaching.

The third condition, cumulative effect, specifies that the copying of the material is for only one course and that the amount of copying is limited during a class term. No more than one complete work or two excerpts may be copied from the same author, and no more than three short articles, or excerpts, from the same periodical volume may be copied during one term. In total, there should be no more than nine instances of multiple copying for one course during one class term (Circular 21).

Even when all conditions for copying without permission are met, the copying should not substitute for securing published anthologies or collected works and should not include consumable materials. Furthermore, while reproducing a single, copyrighted article may be appropriate without permission once, repeated use of the same material term after term requires permission. Finally, the copyright notice should be displayed on all materials copied (Circular 21).

Fair Use Summary

If the use of a copyrighted work is fair, the copyright owner's permission to reproduce and/or distribute it are not required. The guidelines include educational, nonprofit uses (the purpose criterion) of published information (nature criterion) in limited amounts (the criterion of quantity). Compliance with these factors tends to diminish the potential effect on the market value of the copyrighted work (the effect criterion).

It is difficult to streamline the guidelines. In general, users should judge their practices on the criteria of brevity, spontaneity, and effect; modify practices on the basis of private versus public uses; provide notification of copyright on all materials; and request permission to use a particular article repeatedly.

Internet Uses, Distance Learning, and Issues of Copyright

While this discussion has focused on print media, U.S. Copyright Law applies with equal force to all forms of electronic communications systems and to all forms of distance learning (Rubiales, et. al, 1998). Therefore, the appropriate uses of copyrighted materials and the applications of fair use principles discussed previously are applicable and necessary in these contexts.

Permission to Use Copyrighted Materials

Perhaps because the fair use guidelines are somewhat confusing, it is common practice for publishers of educational journals to detail the specific permissions granted to readers/users for quoting, reprinting, or photocopying materials within the periodical. Such directions have been presented in the RRCNA journal, *Literacy Teaching and Learning: An International Journal of Reading and Writing* and will be included in future issues of other periodicals. Likewise, if permission to photocopy is needed and expected for various training materials published by RRCNA, the appropriate permission will be displayed in the publication (e.g., reproducing and distributing the booklists).

In other instances when one wishes to photocopy or distribute multiple copies of RRCNA materials, including distribution of information via the Internet, permission must be requested in writing from the RRCNA Executive

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Director's office. Occasionally, a fee may be collected in connection with securing permission to photocopy or distribute RRCNA publications. However, in most cases fees will not be charged to RRCNA members.

An alternative suggestion for securing multiple copies of published materials used repeatedly in training classes is to order compendiums of articles selected from a range of issues. Currently, a collection of Reading Recovery research articles, originally published in the RRCNA journal, appears in *Research in Reading Recovery*, published by Heinemann. Two other collections to be published in the near future by RRCNA are *The Best of the Running Record* and *The Best of the Network News*. Securing these publications for class members precludes concern for interpreting fair use or seeking permission.

Answering the Questions

Let's return to the questions posed at the beginning of this article and apply the Copyright Law, including fair use guidelines, to determine appropriate responses.

Is it appropriate to photocopy issues of the periodicals (e.g., *Council Connections, The Running Record, Network News*) published by the RRCNA for colleagues who do not receive these publications?

The answer to this question is no; this does not meet the spirit of fair use. Whether for one colleague or a class of teachers in training, the question implies that the issues would be copied in their entirety and that the distribution is preplanned. These factors violate the fair use doctrine of brevity, spontaneity, and effect.

Is it permissible to photocopy one article from *Literacy Teaching and Learning: An International Journal of Early Reading and Writing* to use with Reading Recovery training classes each year?

This practice is not allowed without permission from the copyright owner. Therefore, request permission in writing from the RRCNA Executive Director. The proposed use will be reviewed by the Publications Committee, and it is more than likely that permission will be granted.

Suppose an article, appearing in a publication received in a given week, dovetails the topic of the training class of the same week; is it fair to photocopy this article for distribution to the class without the copyright owner's permission?

Yes. An immediate, one-time use of such an article appears to meet the fair use doctrine's criteria for brevity (one article), spontaneity (needed immediately), and effect (one article, used once).

Are publications available from RRCNA via the Internet limited by any copyright restrictions?

Yes. Any RRCNA publication available via the Internet is copyright-protected (A copyright notice will be visible). Therefore, the principles guiding protection of intellectual property and fair use apply.

Does copyright law allow an individual to provide published articles to others via the Internet without restrictions?

No, not without restrictions. Because such materials are copyrighted, all fair use guidelines for distribution apply. It would be necessary to meet the conditions of brevity, spontaneity, and effect; or, apply in writing for permission to use the material in this way.

Conclusion

The purpose of this article is to enhance readers' understandings of the Copyright Law and its application to their uses of the many publications forthcoming from the Reading Recovery Council of North America. It is anticipated that many uses of RRCNA publications will be fair without permission. In any instances when permission for reproduction and distribution is sought, the request will be reviewed with positive intentions. Seeking permission is acting with integrity and respect. Granting permission is the organization's way of supporting academic, intellectual endeavors related to Reading Recovery.

To secure permission to use RRCNA copyrighted materials, submit a written request to Jean Bussell, Executive Director, RRCNA. Identify the material and detail the specific use proposed, including a course name and institution where the material will be used, the number of copies to be made, the methods of copying and distributing the material, and the time period during which the material will be made available. Finally, it will be most important to allow four to six weeks for the processing of your request.

References

Circular 21 (1995). Reproduction of copyrighted works by educators and librarians. Washington, D.C.: U. S. Copyright Office.

Cate, F. H.; Gumport, P. J.; Hauser, R. K.; Richardson, J. T.; Wexman, V.; Alger, J. R.; Smith, M. F. (1998). Copyright issues in colleges and universities. *Academe, 84*, (3), pp. 39-45.

Rubiales, D.; Steely, M. T.; Wolliner, C. E.; Richardson, J. T.; Smith, M. F. (1998). Distance learning. *Academe*, 84 (3), pp. 30-38.

Copyright Notice

Action by the Board of Directors at its February 1998 meeting requires that all publications of the Reading Recovery Council of North America be copyrighted. This means that publications may not be copied and used for general distribution. Permission to quote is granted for passages under 500 words. Permission to photocopy is granted for nonprofit, one-time classroom or library reserve use in educational institutions.

BEST COPY AVAILABLE

Classroom Connections

Kindergarten Drama Based on the book *Lilly's Purple Plastic Purse* by Bruce Henkes

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

Sherlyn Porter

(Sherlyn is a kindergarten teacher in the Upper Arlington City Schools in Ohio.)

Story Overview:

Lilly loves to go to school. She especially loves her teacher Mr. Slinger. He is a cool dresser and serves great snacks. One day Lilly brings her new purple plastic purse to school to share with her classmates. She is very insistent that she share her purse during inappropriate classroom times. Mr. Slinger becomes frustrated and takes her purse. Lilly is very angry and writes Mr. Slinger a nasty note. She puts the note in his briefcase. On her way home she finds that he has slipped a nice note in her purse. She has to figure out how to make up for what she has done to Mr. Slinger.

Drama Plan:

The teacher assumes the role of Lilly. The children in the class find the teacher crying. They are invited to ask why the teacher (Lilly) is crying. She explains that she has written the teacher a nasty note because he took her purse. Now she has found his nice note and wants to figure out how to make it up to him. The teacher acts as scribe as the children generate suggestions. They also may be invited to draw their suggestions.

(This is a tentative plan which can be altered according to the needs of the students by the classroom teacher.)

The Drama:

I extended the drama beyond 10 minutes because I have had some experience doing drama in my classroom and I felt it would be appropriate.

Set-up

I began by reminding the children about the book *Lilly's Purple Plastic Purse*. After talking about the book, I told them that I would be telling part of the story to them while browsing through the pictures. They wanted me to read the story so I did. I made sure that they knew we would only read part of the story rather than the entire story like we usually do. We stopped at the place where Lilly wrote the note.

Since this was our first drama experience for the year, I thought it would be important to discuss what drama is and the rules for playing the game. We established that drama was pretending and that we might be thinking about important ideas while pretending. We also discussed that we would shut our eyes and count to three in order to begin the drama and that I would clap my hands twice to get out of or end the drama. We practiced several times so that I was sure the children understood the rules.

I then discussed what parts we would play. I explained that I would be Lilly and they would be Lilly's friends. The teacher Ms. Porter would be out of the room for a few moments. The children would find that Lilly had a problem.

I used a blue jeweled purse filled with a vile of colored sugar crystals, a jeweled ring and a beaded necklace. These represented Lilly's treasures. I chose a purse that was not purple because I wanted to establish that although the basis for the drama was *Lilly's Purple Plastic Purse*, the drama would be somewhat different than the book. The children were quite excited to know about the purse and what was inside. That made for a positive beginning to the drama.

Another prop was a lunch box. I told the children that this was Ms. Porter's lunch box. This was placed on my desk.

Day One

When the children came into the room, I told them that we were beginning our drama. I sat on the meeting rug with the purse and pretended to cry. The children gathered around and asked what was the matter. I said that Ms. Porter had said she would take my purse after she returned to class. I explained that all of my best treasures were in the purse and that all I had wanted to do was share them with the class. I showed the children the contents, explaining that the vile of colored crystals was really fairy dust collected when the tooth fairy visited my bedroom; the ring had magic powers and the crystal necklace was my wishing necklace. We passed the items around and then carefully placed them in the purse. I talked about how much I used to like Ms. Porter, but now I didn't. I introduced the concept of "not fair." As expected, this initiated a lot of talk. I asked the children to help me by writing a note to Ms. Porter and putting it in her lunch box. I asked that they not put their name on the note. The children drew pictures and had a helping parent write words. They placed their notes in the lunch box. All but one student was able to express anger in the note. This child put a heart on the paper with no note.

Day Two

We reviewed the drama rules. The children were most anxious to find out what happened to their notes. I told them that on my way home I had discovered a note from Ms. Porter. I showed the children the note which said:

Dear Lilly,

I am sorry that you didn't get a chance to share your purse today. I know that you must have been very disappointed and thought that I was being unfair. Next time you need to wait until sharing time. Tomorrow we will share your purse first thing. I thought some of my special snack might make you feel better.

Ms. Porter

P.S. I think your purse is REALLY special.

At this point I gave all the children some of Ms. Porter's special curly snacks. We talked about what Lilly was going to do to make Ms. Porter feel better after we had all sent those notes. I asked if everyone had written a note. Then I said that I heard that one person had put a nice note in Ms. Porter's lunch bag. I wanted to know who did that and why. The child said that she had still liked Ms. Porter so

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OBEY-PORTER Comprehensive School Reform Demonstration Act

Congress has passed the Obey-Porter Comprehensive School Reform Demonstration (CSRD) Act. The Act provides for grants of at least $50,000 per year per selected school. While Reading Recovery is not considered a comprehensive school reform model in this legislation, Reading Recovery can be an important part of a comprehensive reform model. Reading Recovery exemplifies all of the other eight essential elements which are part of the requirements of the Obey-Porter legislation. More specifically Reading Recovery includes:

- effective, research-based, replicable methods and strategies,
- professional development,
- measurable goals and benchmarks,
- support within the school,
- parental and community involvement,
- external technical support and assistance,
- evaluation strategies, and
- coordination of resources.

Therefore it is very appropriate to include Reading Recovery in a comprehensive school plan. Funds are available to local school districts through state departments of education.

The US Department of Education contracted with the Northwest Regional Educational Laboratory to create (in collaboration with the Education Commission of the States) the *Catalog of School Reform Models*. This *Catalog* contains Reading Recovery as a Skill- and Content-Based Reform Model for Reading/Language Arts.

The Catalog is available from the Northwest Regional Educational Laboratory, Suite 500, 101 S. W. Main Street, Portland OR 97204-3297, Phone 503/275-9500, FAX 503/275-9584, Web Site http://www.nwrel.org/scpd/natspec/catalog.

Contact your local or state coordinator of federal funding for more information. Many schools and states are contacting the Reading Recovery Council of North America for information about Reading Recovery, so hopefully this means new funding for many programs.

Also note that a variety of publications recently have identified Reading Recovery as a program which supports comprehensive school reform.

- **Wang, Haertal, and Walberg**, in an article in the April 1998 issue of *Educational Leadership*, list Reading Recovery as a curricular reform model which "offers one-to-one tutoring to early readers with reading problems." (p.67) The authors' Figure 1 presents a comparison of a variety of programs in relation to 25 program practices (p. 69).
- **Slavin and Fashola**, in *Show Me the Evidence! Proven and Promising Programs for America's Schools*, identify Reading Recovery as a curriculum-specific program for early childhood. They present evidence of Reading Recovery's effectiveness as determined by researchers internal to and external from Reading Recovery program implementation.
- **Herman and Stringfield**, in the *ERS Monograph Ten Promising Programs for Educating **All** Children: Evidence of Impact*, describe Reading Recovery as an externally developed, targeted program and present evidence of Reading Recovery's effectiveness as well as several case studies from implementation.

References

Herman, R. & Stringfield, S. (1997). *Ten Promising Programs for Educating All Children: Evidence of Impact.* Arlington, VA: Educational Research Service.

Slavin, R. E. & Fashola, O. S. (1998). *Show Me the Evidence! Proven and Promising Programs for America's Schools.* Thousand Oaks, CA: Corwin Press, Inc.

Wang, M. C., Haertal, G. D., & Walberg, H. J. (1998). Models of Reform: A Comparative Guide. *Educational Leadership*, 55, (7), pp. 66-71.

Smith-Burke Testifies Before the National Reading Panel

The National Reading Panel was established as a result of Congressional action requesting the Director of the National Institute of Child Health and Human Development (NICHD) and the Secretary of Education to create the Panel. The purpose of the Panel is to identify research-based best practices on how to teach children to read and to disseminate these findings to a wide audience.

The National Reading Panel members include parents, teachers, administrators, researchers, policy makers, and other education and child development leaders. Their focus is to move from research to innovation in practice. Through its public hearings held this summer in Chicago, Portland, Houston, New York, and Jackson, Mississippi, the Panel gathered ideas and information from many interested constituents, including Reading Recovery professionals and friends who attended the hearings in each city.

In June 1998, M. Trika Smith-Burke, Reading Recovery Trainer from New York University and Chairperson of the RRCNA's Implementation Committee, presented testimony before the Panel on behalf of the RRCNA. Smith-Burke stressed the research base from which

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Dr. Marie Clay created Reading Recovery as well as the research base which continues to inform the practice and implementation of Reading Recovery.

Smith-Burke took the opportunity to detail the goal of Reading Recovery to reduce the number of lowest achieving first grade children needing specialist assistance at the end of the year and how this is accomplished through individual, supplemental, daily instruction by highly trained teachers. The two positive outcomes of Reading Recovery are 1) successfully discontinuing children from the program or 2) recommending a small number of children for further assessment after a period of diagnostic teaching, with appropriate school personnel collaborating with parents to plan future learning for the children.

Smith-Burke also clarified some common misconceptions about the program. She emphasized that:

- Reading Recovery is **not** a classroom program,
- Reading Recovery is **not** done in groups,
- Reading Recovery is **not** aligned with any particular classroom literacy program, and
- Reading Recovery, a supplemental program, is **not** designed to overcome all the problems associated with poor classroom teaching.

Smith-Burke reviewed current research on the theoretical shifts in learning theory and early literacy development, as well as research on the importance of teacher training and ongoing staff development. In her concluding remarks, Smith-Burke emphasized that to reach children in all their diversity takes:

- Comprehensive short and long term planning;
- Consistent, research-based instruction matched to learners' needs;
- Ongoing, multi-level staff development; and
- Continuous monitoring of student outcomes to inform instruction and staff development and to evaluate the program.

Upon completion of its work, the Panel will report its key findings in a manner which moves beyond research. Its focus will be upon the best applications and upon how parents, teachers, school administrators, leaders in teacher education, and textbook and curriculum developers can work to improve reading teaching and learning in a significant manner. The Panel's report is expected early in 1999.

The Council thanks those members and friends who attended the Panel's hearings around the country and provided feedback after each hearing.

Reading Recovery in Canada Update

Dianne Stuart, Trainer/Administrator

READING RECOVERY EXPANDS IN CANADA

Prince Edward Island, Canada's smallest province and home of Anne of Green Gables, will begin implementing Reading Recovery in the Island's schools beginning September 1998. This is the ninth province in Canada to implement the program. The provincial Department of Education has entered into a partnership with the local school districts to cost-share the training of Reading Recovery teachers. The Department also is funding the training of a Teacher Leader. As a result of this partnership, the Island will be able to reach full implementation within 4 years, which means every child who needs Reading Recovery will have access to the program.

Prince Edward Island joins the provinces of Manitoba and Nova Scotia along with the Yukon Territory in forming a partnership between their provincial governments and the local school districts which will allow each of these provinces to reach full implementation by the year 2001.

Dame Marie Clay has given the Canadian Institute of Reading Recovery and the province of Nova Scotia permission to begin the redevelopment of Reading Recovery in the French language. Presently, work is being done on *An Observation Survey of Early Literacy Achievement* (1993). Certain chapters of the *Observation Survey* have already been translated into French while others are being developed. This is the first step in the process. The Nova Scotia Department of Education under the leadership of Ann Power, Director of Student Services, has provided funding for this project to date. In addition to this work, the government of Canada, through the Heritage Minister, the Honourable Sheila Copps, has provided the financial resources to train the first Francophone Trainer in the world, Gisele Bourque from Nova Scotia. Presently Gisele is training in New Zealand with Dr Barbara Watson and will return to Canada in January as the first Francophone Reading Recovery Trainer in the world.

Educational Opportunities Policy

Over the past year the RRCNA Board of Directors has worked with the North American Reading Recovery Trainers Group to develop a policy to provide structure to the many educational opportunities which are offered throughout North America in the name of Reading Recovery®. Because Reading Recovery is a trademarked name and the name describes a program which depends on quality control to maintain its integrity and effectiveness in serving children who are at risk of not learning how to read and write, this policy is necessary to protect the public, including Reading Recovery trained professionals, from promoters of educational programs which are not sanctioned by the Reading Recovery network.

The policy provides that any conference held in a state or region with more than one training center must be a collaboration among all of the university training centers in the state or region. A conference held out of the state in which the university training center resides will require approval of the North American Trainers Group. A national conference in the United States can only be organized and planned by the Board of RRCNA. A national conference in Canada can only be organized and planned by the Board of the Canadian Institute of Reading Recovery.

Any individual or organization not associated with the Reading Recovery Council of North America (RRCNA) or with any of the Reading Recovery teacher leader university training centers must apply to the RRCNA for permission to present and promote an educational offering as defined in the associated definitions. Such application must be made prior to any publicity or promotion of the offering to the public, including Reading Recovery professionals. RRCNA will respond to such applications within thirty (30) calendar days.

Application must be made in writing to the RRCNA in care of the Executive Director at 1929 Kenny Road, Suite 100, Columbus OH 43210-1069. At a minimum the application must include the name, date, and location of the proposed event; the sponsor's name, address, and phone number of the individual or organizational representative; the agenda for the event including content and presenter; presenter's or presenters' credentials; and any other information which the sponsor deems to be useful to the RRCNA in processing the application.

The policy includes a set of definitions which specify what is included and what entity may sponsor a particular opportunity. The definitions are as follows:

- **Continuing Contact**: Six training sessions provided by teacher leaders for trained teachers, four of which include two Behind the Glass lessons.
- **Professional Development**: Training sessions scheduled and provided by university training centers for trained teacher leaders that include Behind the Glass teaching sessions and/or study to refine and advance leadership, implementation, research, and theoretical understandings of literacy (four to six full days per year).
- **Meeting**: The convening of personnel for a variety of business planning issues related to Reading Recovery training and the implementation of Reading Recovery/Descubriendo La Lectura.
- **Teacher Leader Institute**: An annual three/four day intensive, advanced training for trained teacher leaders that includes sessions related to working with children, working with teachers, and addressing implementation issues. It is planned by trainers in conjunction with teacher leaders.
- **Seminar/Institute/Symposium**: A one/two day event focused on a theme or topic based on an identified need, organized and planned by trainer(s) for Reading Recovery / Descubriendo La Lectura professionals (e.g., trained and in-training teacher leaders and teachers) and other stakeholders (e.g., site coordinators, administrators, state departments).
- **Academy**: A one to five day planned experience designed by trainers using experts in the field for the development of expertise among participants in order to provide leadership and implement change in their own systems using the tools created in the Academy.
- **Advanced Training**: Intensive, in-depth study on an area of focus over an extended period of time. This is planned by trainers and teacher leaders that are currently connected to a university training center. It is created for teachers and teacher leaders within the training center's geographic region.
- **Conference**: Comprised of a variety of sessions that include professional development, business issues, implementation or awareness for Reading Recovery personnel and early literacy educators or those interested in such topics. Planning for conferences must be done by a trainer or a group of teacher leaders in conjunction with other university training centers in the same geographic area (or with whom the teacher leaders are affiliated) and with teacher leaders, teachers, and administrators from the state or region. A trainer must have the major responsibility for assuring the quality and the financial integrity of the program and for insuring that all aspects of the conference are consistent with the use of the Reading Recovery trademark.
- **Awareness Session**: An introductory session providing information about Reading Recovery, including a description of the goals of the program, its research base, the training program, and factors related to its implementation. It is provided by trainers, teacher leaders, and/or site coordinators.

If you are planning such an event, please contact the RRCNA. If you are invited to an event that indicates that it will include Reading Recovery topics but is not sponsored by the Council or a university training center, please contact the Council to determine if the event is approved for Reading Recovery.

Reading Recovery Council of North America
Nominations Form • 1999-2000 Board of Directors

Instructions:

All members of the Reading Recovery Council of North America are eligible to nominate one person for each of the positions listed on this form. The nominator must provide a statement of recommendation for each individual nominated. The nominee must indicate his or her willingness to serve by providing biographical data and a position statement concerning his or her interest in the Board of Directors position. Nominees must have been a member of the Council for one year prior to taking office. Non-members will not be placed on the ballot. Elections will be held during March 1999. Elected officers and Board members take office on July 1, 1999, and serve a three-year term (except the Secretary who serves a one-year term). Members are asked to attend at least two meetings each year in various locations. Travel expenses must be covered by the Board member. A list of the current Board members and their terms of office appears below. All current members are eligible for re-election.

If you wish to make a nomination in more than one category, please copy this form and submit one form for each category for which you are nominating an individual.

PLEASE RETURN THE NOMINATIONS FORM NO LATER THAN NOVEMBER 1, 1998.

Positions for which nominations are requested are as follows:

- Vice President (becomes President after serving an additional year as President-Elect)
- Site Coordinator (three-year term)
- Trainer (three-year term)
- Partner (three-year term)
- Secretary (one-year term)
- Teacher Leader (three-year term)
- University Training Center Dean(three-year term)

Complete the form on the reverse side.

1998-99 Reading Recovery Council of North America Board of Directors

- President: Billie Askew, Trainer, Texas Woman's University, Denton TX (Term expires: 6/30/2000)
- President-Elect: Mary Anne Doyle, Trainer, University of Connecticut, Storrs CT (Term expires: 6/30/2001)
- Vice President: Clifford Johnson, Trainer/Site Coordinator, Georgia State University, Atlanta GA (Term expires: 6/30/2002)
- Past-President: Joetta Beaver, Teacher Leader/Site Coordinator, Upper Arlington OH (Term expires: 6/30/1999)
- Secretary: Maribeth Schmitt, Trainer, Purdue University, West Lafayette IN (Term expires: 6/30/1999)
- Treasurer: Mary Jackson, Site Coordinator, Sugarland TX (term expires 6/30/99)
- Teacher Representative: Diane Dunn, Reading Recovery Teacher, Eakin Rd. Elementary, Columbus OH (Term expires: 6/30/2000)
- Teacher Representative: Diane Grant, Reading Recovery Teacher, Lacy Township BOE, Lanoka Harbor NJ (Term expires: 6/30/2001)
- Teacher Leader Representative: Wayne Brown, Teacher Leader, San Luis Coastal USD, Los Osos CA (Term expires: 6/30/2000)
- Teacher Leader Representative: Geraldine Haggard, Teacher Leader, Plano ISD, Plano TX (Term expires: 6/30/1999)
- Trainer Representative: Mary Fried, Trainer, The Ohio State University, Columbus OH (Term expires: 6/30/2001)
- Trainer Representative: Dianne Stuart, Trainer/Site Coordinator, Canadian Institute of Reading Recovery, Toronto Ontario (Term expires: 6/30/1999)
- Site Coordinator Representative: Marge Condon, Site Coordinator, Fall River Public Schools, Fall River MA (Term expires: 6/30/1999)
- Site Coordinator Representative: Patricia Hubbard, Site Coordinator, Forest Hills SD, Cincinnati OH (Term expires: 6/30/2000)
- Partner Representative: William Lynch, Partner, Lynch Foundation, Rancho Santa Fe CA (Term expires: 6/30/2001)
- Partner Representative: David Moriarty, Partner, Medford Public Schools, Medford MA (Term expires: 6/30/1999)
- Canadian Institute of Reading Recovery Representative/CIRR President: Paul Addie, Site Coordinator, Scarborough BOE, Scarborough Ontario
- Descubriendo La Lectura Representative: Yvonne Rodriguez, Trainer, Texas Woman's University, Denton TX (Term expires: 6/30/2001)
- Training Advisory Committee Chair: Irene Fountas, Trainer/Site Coordinator, Lesley College, Cambridge MA (Term expires: 6/30/1999)
- RRI Representative: Carol Lyons, Trainer, The Ohio State University, Columbus OH
- RRI Representative: Daryl Siedentop, Interim Dean, College of Education, The Ohio State University, Columbus OH
- President's Appointment: Connie Williams, Teacher Leader, Long Beach USD, Long Beach CA (Term expires 6/30/1999)
- President's Appointment: Connie Thomas, Principal, Sunnyside Elementary School, Indianapolis IN (Term expires 6/30/1999)
- President's Appointment: Cindy Elliott, Teacher Leader, Southeastern Louisiana University, Hammond LA (Term expires 6/30/1999)
- President's Appointment: Doreen Blackburn, Teacher Leader, Sioux Falls School District, Sioux Falls SD (Term expires 6/30/1999)

Reading Recovery Council of North America
Nominations Form • 1999-2000 Board of Directors

(See instructions on the reverse side.)

Nominee Name: _____ School District: _____

Office Street Address: _____

City: _____ State/Province: _____ Zip Code: _____

Office Telephone: (_____) _____ FAX: (_____) _____

Home Street Address: _____

City: _____ State/Province: _____ Zip Code: _____

Home Telephone: (_____) _____ e-mail: _____

Preferred Mailing Address: ___ Home ___ Office

Position for which Nominee Is Recommended:

__ Vice President __ Secretary __ Trainer __ Teacher Leader __ Site Coordinator __ Partner __ Dean

Nominator's Statement of Recommendation:

Nominee's Biographical Statement of Experience in Reading Recovery, early literacy, program development, other: (Limit 30 words)

Vision and Position Statement for the Reading Recovery Council of North America: (Limit 50 words)

Nominee's Signature: _____ I have been a member of RRCNA for at least one year in the membership category of _____ and currently am a member: ____Yes ____ No

SUBMITTED BY:

Name: _____

Position: _____

Street Address: _____

City: _____ State/Province: _____ Zip Code: _____

Work Telephone: (____) _____ Home Telephone: (____) _____

Signature: _____

MAIL TO: Joetta Beaver, Past President
Nominating Committee Chairperson
Reading Recovery Council of North America
1929 Kenny Road - Suite 100
Columbus OH 43210-1069
FAX 614/292-4404
MUST BE RECEIVED NO LATER THAN NOVEMBER 1, 1998

Thank You to Contributors

A special **thank you** to our members and friends who have made contributions to the Reading Recovery Council between the period of March 1, 1998, and July 31, 1998.

If you have made a financial contribution to the Council between March 1, 1998, and July 31, 1998, and are not recognized below, please contact Jean Bussell at 614/292-1795. Thank you.

- **Claudia Anderson** (Supporting Member)
- **Alejandro Aquino** (Supporting Member)
- **Joetta Beaver** (Endowment Fund)
- **Barbara Bodkin** (Supporting Member)
- **Vicki Brooks** (Supporting Member)
- **Barbara Butler** (Supporting Member)
- **Debra Charma** (in honor of Joetta Beaver and all of her years of work helping teachers and children learn and grow)
- **Linda Dorn** (Supporting Member)
- **Liza Elliott** (Supporting Member)
- **Rose Mary Estice** (Supporting Member)
- **Nancy Fellrath**
- **Hillary Ferguson**
- **Susan C. Gallant**
- **G. Victor Gilson** (Supporting Member)
- **Andra Jean Dukes Goldsby** (Supporting Member)
- **Hazeline T. Harris**
- **Susan Hutchison** (Supporting Member)
- **Mary and P. C. Jackson** (Endowment Fund)
- **Angela Jaggar** (Supporting Member)
- **Jannie Jensen** (Supporting Member)
- **Noel Jones** (Supporting Member)
- **Junior League of Columbus**
- **Doug Kammerer** (Endowment Fund)
- **Jane Kornfeind** (Supporting Member)
- **Darlene Kszyminski** (Supporting Member)
- **Anne LaPlant** (Supporting Member)
- **Bob Leathers** (Supporting Member)
- **Suzette Lee** (Supporting Member)
- **William D. Lynch Foundation for Children** (Endowment Fund)
- **Carol A. Lyons** (Endowment Fund)
- **Joyce McCorvey** (Supporting Member)
- **Judy McDonald** (Supporting Member)
- **Elizabeth A. Meckley**
- **David Moriarty** (Endowment Fund)
- **Gay Su Pinnell** (Endowment Fund)
- **Joanne Pitman** (Supporting Member)
- **Kenneth Poe** (Supporting Member)
- **Olivia Ruiz** (Endowment Fund)
- **Kathy Seger** (Supporting Member)
- **Gail Sherman**
- **Lee Skandalaris** (Endowment Fund)
- **Denise Sontag** (Supporting Member)
- **Diane Szalka** (Supporting Member)
- **Jane Taliak**
- **Connie Thomas** (Endowment Fund)
- **Carleen Walda** (Supporting Member)
- **Susan Smith White** (Supporting Member)
- **Connie Williams** (Endowment Fund)
- **Bob Wright** (Supporting Member)
- **Joe Yukish** (Supporting Member)
- **Barbara Zarow** (Supporting Member)

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she didn't want to write something "bad." "It might hurt Ms. Porter's feelings." That was a perfect lead in for me (Lilly) to talk about how it felt for my feelings to be hurt by Ms. Porter. I asked if the children had ever had their feelings hurt by a parent or teacher when they were disciplined for something. I got some very interesting responses. Needless to say a lively discussion occurred. Then I asked the children for help in making up to Ms. Porter. We generated a class list which is now hanging on the wall. Among the suggestions were:

1) Say you are sorry
2) Bring her food
3) Clean the water table for her
4) Give her your purse
5) Write her a nice note

I called groups of four up to the front of the class to demonstrate their idea in tableau. We chose several of the ideas. Since this was the first time for tableau, I had to be fairly directive as far as giving ideas.

We culminated the activity by writing a note or drawing another nice picture for Ms. Porter. I chose to do this so that all the children could feel a sense of resolution. I didn't want them to feel uncomfortable with sending their teacher an uncomplimentary note.

Reflections:

All of the children enjoyed the activity. Rich discussion occurred about issues that are important to classroom life. Children had the opportunity to be involved with the project through art and were also given the opportunity to write. Introduction of tableau gave the children a chance to use their bodies to express an idea.

I had a great time with the drama. It inspired me to plan more of my literature experiences around drama. The experience allowed the children to enter the story in a much more meaningful, memorable way. Over the years some of the best, most motivated writings have been connected with drama. I can anticipate future benefits when the children are creating their own stories because they have been encouraged to think in a multidimensional way.

I would describe my role in the drama as more supportive than teacher directive. I do feel that modeling is an important component of achieving student independence. I believe that the teacher needs to be involved in the drama in such a way that she has some control over the direction the drama moves. That's not to say that the drama is scripted or that the teacher knows exactly where the drama will lead. I think that the teacher needs to be a skilled listener who can pick up on what the children are thinking and which direction would be the most valuable to the children.

Board of Directors Focus

The last issue of *Council Connections* (Spring 1998) featured a special focus section on the Standing Committees of the Reading Recovery Council of North America. The section provided detailed descriptions of the Program Standing Committees prepared by their respective chairpersons as well as listings of Committee memberships.

This issue features a special focus on the Council's **Board of Directors**: its role, its membership, and its priorities. The Council's Board of Directors is elected by the Council's members with six additional appointments by the President and three positions designated by affiliated entities. The Board's membership is a total of not more than 26 individuals.

The elected positions are:

- Vice President, who in turn becomes
- President-Elect, who in turn becomes
- President, who in turn becomes
- Past President
- Secretary
- Dean of a university training center
- Descubriendo La Lectura Representative and **two** representatives from each of the following membership categories:
- Trainer
- Teacher Leader
- Reading Recovery Teacher
- Site Coordinator
- Partner

The appointed positions are:

- Treasurer
- Training Advisory Committee Chairperson
- At-large Directors (no more than four individuals may be appointed by the President with the Board's approval).

The designated positions are:

- Canadian Institute of Reading Recovery (one position as designated by the Institute, the Canadian trademark holder for Reading Recovery)
- Reading Recovery, Inc. (two positions as designated by The Ohio State University, the United States trademark holder for Reading Recovery)

All Board members serve without compensation and pay their own expenses to attend meetings of the Board and its committees. In addition, individuals who chair standing committees but are not elected or appointed members of the Board regularly attend Board meetings to provide for information exchange; they pay their own expenses as well. The Board meets at least twice each year.

The Nominating Committee generally slates multiple individuals for each position so that RRCNA members have several excellent choices for leadership of the organization. Officers serve one year in the position to which they have been elected and proceed through the Presidential chairs in the case of the Vice President. All other Board members serve three-year terms and may be re-elected for one additional three-year term prior to retirement from the Board.

Role of the Board of Directors

The Board of Directors of a not-for-profit, charitable corporation such as RRCNA exercises the primary role of trustee of the organization. This means that the Board must uphold the purposes for which the corporation is created and must serve as steward of the corporation's resources.

RRCNA's Articles of Incorporation state that the corporation is formed exclusively for charitable purposes and that in furtherance of these charitable purposes, the corporation shall:

- Preserve the integrity of the Reading Recovery program and improve its effectiveness;
- Expand Reading Recovery programs throughout the United States [and Canada];
- Provide high quality literacy education for all children; and
- Promote Reading Recovery programs to educators while fostering outreach, communication and research at Reading Recovery sites affiliated with The Ohio State University [the United States trademark holder for Reading Recovery].

As the Board of Directors establishes its operating policies and procedures (such as the policy described in the article entitled "Board Establishes Educational Opportunities Policy" elsewhere in this newsletter), it holds these charitable purposes as its highest ethical guideline. Each program developed by the Council must be in support of these purposes. It is these purposes and the associated programs upon which the United States Government grants charitable, tax-exempt status for the organization and determines that contributions to the organization may be considered to be charitable (tax deductible) by the donors.

As a special kind of charitable corporation - a membership association - the Board of Directors carries an additional responsibility - that of serving the members and representing their interests in its decisions and in the programs developed by the Standing Committees and the staff team. The Board must find out what really matters to the members of the association and develop plans and programs which respond to those interests and needs both now and in the future.

In pursuit of fulfilling its responsibilities, the Board of Directors has developed the organization's strategic plan for

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Board of Directors Focus — Continued

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the next three years. Details of this plan have been presented in previous issues of *Council Connections*. Anchoring the plan are the organizational Vision, Mission, and Purpose Statements. The four Goals provide the framework for all programs and services to be developed and implemented by the Council. The consistency of these Statements and the Goals with the charitable purposes contained in the Articles of Incorporation reflects the Board's attention to its ethical and corporate responsibilities.

The Strategic Plan itself identifies the services and outcomes which the Board expects to achieve. In addition, the Plan includes the Board's commitment to securing the resources necessary to provide its program of services and to ensuring that those resources are used effectively and efficiently. The Plan obligates the Board of Directors to evaluate its progress toward achieving the desired outcomes.

In addition to the Strategic Plan, the Board has established its own operating policies and procedures which guide the Board's decision-making process in areas such as resource allocation through the annual budgeting and reporting process, employment of the Executive Director and evaluation of the Executive Director, self-evaluation of the Board's performance in meeting its responsibilities, Standing Committee operations, and other similar functions.

VISION

The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

MISSION

The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

PURPOSE

The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

GOALS

Governance Goal: To ensure that the Council is structured and managed effectively and efficiently.
Membership Goal: To establish the Council as the viable vehicle for promoting Reading Recovery by the year 2002.
Implementation and Institutionalization Goal: To position Reading Recovery and early literacy as a priority in education.
Research Goal: To support, conduct, and disseminate research on Reading Recovery.

June 1998 Board Meeting Highlights

Examples of many of the actions which the Board of Directors takes in order to fulfill its corporate obligations are included in these highlights of the June 1988 meeting of the Board of Directors.

- Established an ad hoc committee to guide the Board through a Board self-evaluation process.
- Established an ad hoc committee to draft a letter to teacher leaders and site coordinators regarding the use of electronic data processing mechanisms and programs in conjunction with the scan form process, as well as a notice regarding the copyright and trademark protections.
- Requested Noel Jones to contact a colleague for input regarding the Code of Ethics.
- Created an ad hoc committee to study and report to the Board on the future of the National Conference, its location, its management and leadership, and its relationship with regional and state conferences.
- Created an ad hoc committee to develop the extension of the Board's existing Affiliation Guidelines to define geographic and other remaining issues involved in the approval and operation of Affiliate Membership Organizations. Deferred action on the Mid-Atlantic Reading Recovery Council and the New Jersey Reading Recovery Council until the report of this committee.
- Appointed Janet Bufalino, Trainer at Shippensburg University, to a second three-year term as Editor of the *Council Connections* newsletter.
- Approved a contract with Gay Su Pinnell to spend one day a week working for the Council as the Council's spokesperson to the academic community as well as broader communities as time allows.
- Approved negotiation of a contract with an outside public relations firm.
- Approved the 1998-99 Budget.
- Approved changes to the Code of Regulations and the Board Handbook of Policies and Procedures.
- Expanded the Board of Directors to a maximum of 26 to provide a position for a Dean of a university which sponsors a university training center.
- Engaged the accounting firm of Hausser+Taylor as the auditor for the 1998 fiscal year ending June 30, 1998.
- Approved appointments of the incoming President.
- Approved the schedule for 1998-99 meetings.
- Recognized Board members whose terms of membership expired on June 30, 1998.
- Recognized Joetta Beaver for her Presidential leadership of the Council during the 1997-98 year.

Board of Directors Focus — Continued

1998 Board of Directors

Introducing the 1998-99 Board of Directors:

The following individuals are serving as the Board of Directors of the Reading Recovery Council of North America for 1998-99.

- **President: Billie Askew**, Trainer, Texas Woman's University, Denton TX (Term expires: 6/30/2000)
- **President-Elect: Mary Anne Doyle**, Trainer, University of Connecticut, Storrs CT (Term expires: 6/30/2001)
- **Vice President: Clifford Johnson**, Trainer/Site Coordinator, Georgia State University, Atlanta GA (Term expires: 6/30/2002)
- **Past-President: Joetta Beaver**, Teacher Leader/Site Coordinator, Upper Arlington OH (Term expires: 6/30/1999)
- **Secretary: Maribeth Schmitt**, Trainer, Purdue University, West Lafayette IN (Term expires: 6/30/1999)
- **Treasurer: Mary Jackson**, Site Coordinator, Sugarland TX (term expires 6/30/99)
- **Teacher Representative: Diane Dunn**, Eakin Rd. Elementary, Columbus OH (Term expires: 6/30/2000)
- **Teacher Representative: Diane Grant**, Lacy Township BOE, Lanoka Harbor NJ (Term expires: 6/30/2001)
- **Teacher Leader Representative: Wayne Brown**, San Luis Coastal USD, Los Osos CA (Term expires: 6/30/2000)
- **Teacher Leader Representative: Geraldine Haggard**, Plano ISD, Plano TX (Term expires: 6/30/1999)
- **Trainer Representative: Mary Fried**, The Ohio State University, Columbus OH (Term expires: 6/30/2001)
- **Trainer Representative: Dianne Stuart**, Canadian Institute of Reading Recovery, Toronto Ontario (Term expires: 6/30/1999)
- **Site Coordinator Representative: Marge Condon**, Fall River Public Schools, Fall River MA (Term expires: 6/30/1999)
- **Site Coordinator Representative: Patricia Hubbard**, Forest Hills SD, Cincinnati OH (Term expires: 6/30/2000)
- **Partner Representative: William Lynch**, Lynch Foundation, Rancho Santa Fe CA (Term expires: 6/30/2001)
- **Partner Representative: David Moriarty**, Medford Public Schools, Medford MA (Term expires: 6/30/1999)
- **Canadian Institute of Reading Recovery Representative/CIRR President: Paul Addie**, Scarborough BOE, Scarborough Ontario
- **Descubriendo La Lectura Representative: Yvonne Rodriguez**, Trainer, Texas Woman's University, Denton TX (Term expires: 6/30/2001)
- **Training Advisory Committee Chair: Irene Fountas**, Trainer/Site Coordinator, Lesley College, Cambridge MA (Term expires: 6/30/1999)
- **RRI Representative: Carol Lyons**, Trainer, The Ohio State University, Columbus OH
- **RRI Representative: Daryl Siedentop**, Interim Dean, College of Education, The Ohio State University, Columbus OH
- **President's Appointment: Connie Williams**, Teacher Leader, Long Beach USD, Long Beach CA (Term expires 6/30/1999)
- **President's Appointment: Connie Thomas**, Principal, Sunnyside Elementary School, Indianapolis IN (Term expires 6/30/1999)
- **President's Appointment: Cindy Elliott**, Teacher Leader, Southeastern Louisiana University, Hammond LA (Term expires 6/30/1999)
- **President's Appointment: Doreen Blackburn**, Teacher Leader, Sioux Falls School District, Sioux Falls SD (Term expires 6/30/1999)

RRCNA Board of Directors

Seated left to right: Connie Thomas, Marjorie Condon, Yvonne Rodriguez, Olivia Ruiz, Dianne Stuart. Middle row left to right: Gay Su Pinnell, Patricia Hubbard, Mary Fried, Mary Anne Doyle, Carol Lyons, Maribeth Schmitt, Connie Williams, Barbara Schubert, Joetta Beaver, and Trika Smith-Burke. Back row left to right: Mike Prokopich (representing the Canadian Institute of Reading Recovery), David Moriarty, Clifford I. Johnson, Patricia Kelly, Bill Lynch, Billie Askew, Diane Grant, Wayne Brown, and Mary Jackson. Not available for the picture were Board members Doug Kammerer (outgoing Treasurer), Diane Dunn, Paul Addie, Geraldine Haggard, Carlos Manrique (Past Presidential appointee), Carleen Walda (Past Teacher Representative), Nancy Zimpher (Past Reading Recovery, Inc. representative), Daryl Siedentop, Cindy Elliott, and Doreen Blackburn; and Standards and Guidelines Standing Committee Chairperson Noel Jones.

Board of Directors Focus — Continued

From the Board Members

Council Connections invited the ten people who are elected by the membership to serve as membership categorical representatives on the Board to comment on their perspectives about Board membership and responsibilities. Their remarks are shared here.

Wayne Brown, Teacher Leader, San Luis Coastal USD, Los Osos, CA

During my training year I remember thinking, "There's nothing boring about Reading Recovery!" As I look back on my first full year as one of two teacher leader representatives on the Board of Directors of RRCNA, I'm reminded of that initial impression. The level of commitment demonstrated by Board members representing Reading Recovery teachers, teacher leaders, site coordinators, trainers and partners, is truly amazing and inspiring. RRCNA exists to support the operation of Reading Recovery in North America, and the Board of Directors serves to shape that support. I count it a privilege to work with so many talented individuals. My role is to represent teacher leaders; to represent the unique viewpoint we bring to RRCNA as well as to communicate your specific input regarding issues relevant to our role. I look forward to building a stronger representative network in the coming year.

Geraldine Haggard, Teacher Leader, Plano ISD, Plano, TX

It has been rewarding and challenging to serve as a Reading Recovery Teacher Leader and to represent my peers as a member of the RRCNA Board. It has been exciting to see the Code of Regulations and Board Handbook become realities because of teamwork and hours of dedicated work by members of the Board. I have a brand new understanding of the importance of all who work at the university level, district level, and as an advocator of Reading Recovery, and who help make the program a reality for students. My desire is to support the role of teacher leaders in this teamwork.

Mary Fried, Trainer of Teacher Leaders, The Ohio State University, Columbus, OH

As a newly elected member of the RRCNA Board, I am anxious to become actively involved in working for the goals that RRCNA has set to support the integrity and the expansion of Reading Recovery. Although Ohio was the first state to begin the implementation of Reading Recovery in 1985, only about one-third of Ohio school districts have Reading Recovery available to serve the lowest achieving students. When we know we can make a difference, we have renewed determination to work harder to get academic, political, and financial support for Reading Recovery. We still have a big job ahead of us in Ohio and throughout the United States and Canada.

I was elected to the RRCNA Board as a representative from the group of 40 trainers. I not only serve as a liaison between the Trainers Group and the Board, but also after working three years as a teacher leader, bring the perspective of the school district based teacher leader.

I think it is critical for trainers and teacher leaders to work together to support the efforts of Reading Recovery through active participation in RRCNA. I never imagined when we started the pilot project of 14 Reading Recovery teachers, three teacher leaders and one trainer in 1984 in Columbus, Ohio, that we would become an international organization working vigorously to make Reading Recovery available to every student who is struggling to learn to read and write.

Sometimes our job is difficult but is important to keep our goals in mind. This quote from Walt Whitman is located in a handy spot in my office: "It is provided in the essence of things that from any fruition of success, no matter what, shall come forth something to make a greater struggle necessary." RRCNA is our network of support as we continue to work together.

Dianne Stuart, Trainer of Teacher Leaders, Canadian Institute of Reading Recovery, Toronto, Ontario

As Trainer representative on the RRCNA Board it is my responsibility to present the views of the North American Trainers Group, to monitor Board decisions, particularly those relating to programme and implementation issues, and to promote the vision of the RRCNA.

We are most fortunate to have such a fine staff at RRCNA headquarters with whom to work. As a Board member it is very exciting to work along side such competent professionals as we move toward fulfilling our Mission which is to ensure access to Reading Recovery for every child who needs its support.

It is a privilege to represent the work of the Trainers and to be part of a network of individuals who are so committed to supporting the integrity of Reading Recovery.

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Board of Directors Focus — Continued

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Diane Grant, Reading Recovery Teacher, Lacey Township BOE, Lakota Harbor, NJ

As a new Board Member representing the largest group of Reading Recovery personnel, I hope to find a way for the Reading Recovery teachers to better communicate with each other. This will enable me to be the voice of Reading Recover teachers concerning all issues as the Board works to guide the program forward. I came away from my first Board of Directors meeting feeling quite overwhelmed! Overwhelmed by the level of expertise, which can only be surpassed by the level of commitment. We should all feel secure knowing that knowledgeable, dedicated people are making important decisions that affect all of us involved in the Reading Recovery Program both today and in the tomorrows which lie ahead.

Diane Dunn, Reading Recovery Teacher, Columbus Public Schools, Columbus, OH

I am looking forward to my 28th year of teaching, knowing that I have something in my "little black bag," as you do, that can help those students who need something extra to solve the reading puzzle. That is Reading Recovery training. My training was in 1984 by Marie Clay and Barbara Watson. We were 14 - now we are 16,000. What a difference we have made in the lives of so many children!

The future of Reading Recovery is the RRCNA. We, as teachers, need to promote memberships among our colleagues to ensure quality, growth, and strength at every site. If you know Reading Recovery teachers who are not members, encourage them to join! I am proud to be your teacher representative, and I look forward to another exciting year.

Marjorie Condon, Site Coordinator, Fall River Public Schools, Fall River, MA

I am delighted to be serving as Site Coordinator Representative on the Reading Recovery Council of North America Board of Directors. My first Board meeting, in Dallas in June, was a wonderful opportunity to work with dedicated individuals from all over the country who are committed to the success of Reading Recovery. As a former reading teacher, I have a great interest in the philosophy and instructional practices of Reading Recovery as carried out at the lesson, classroom, and school levels. As a present assistant superintendent, however, I believe that I can contribute most to the Board by addressing the district administrator's role in the ongoing successful implementation of Reading Recovery. District administrators are a step removed from viewing the day-to-day successes of Reading Recovery, and yet they are involved in making decisions about budget, competing programs, and testing and accountability. As a Board member, I would like to support efforts that help district administrators understand the rationale of Reading Recovery's guidelines and standards, to give credit to the power of the program's research, and to appreciate its tremendous cost effectiveness.

Patricia Hubbard, Site Coordinator, Forest Hills School District, Cincinnati, OH

Wow! As I review my first year on the Board of Directors, I can say that my vision of what it would be like has been greatly expanded. I discovered that this board is a working Board! No one is "just" on the Board. All of us work on Committees (and some are on several) on which many other members also work. The Committees accomplish much of the work which helps Reading Recovery expand.

Much of the Board's discussion revolves around ensuring that Reading Recovery has a strong financial base from which to accomplish its work. Another important discussion point is deciding how to spread the Reading Recovery message so that it will have the most impact, using correct information and the extensive data that has been collected, to indicate the positive effects of the program. Additionally, much time is spent working to see that Reading Recovery continues to be consistent in its standards, training, and delivery of services to children.

Committee and Board meetings have been intense; packed with important ideas, concerns, and questions for which we all search for the best possible answers, in order to enable Reading Recovery to continue to grow in helping first graders across North America learn to read.

William D. Lynch, Partner, The William D. Lynch Foundation for Children, Rancho Santa Fe, CA

It is an honor and privilege to serve on the Board of the Reading Recovery Council of North America as a representative of all Reading Recovery "partners."

In my four years on the Board, I have seen the RRCNA grow from an unincorporated concept to a dynamic, well structured national organization.

Our Foundation for Children became committed to Reading Recovery seven years ago when it was introduced in

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Board of Directors Focus — Continued

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California. We believe that literacy is the foundation of democracy and essential for the success of the individual. In teaching reading to at-risk children, it became clear to us that an ounce of intervention is worth a pound of remediation. We believe Reading Recovery is the best researched and most effectively implemented early intervention program.

We are proud to join with all those who believe in supporting the vital work of the Reading Recovery Council of North America.

David Moriarty, Partner, Medford Public Schools, Medford, MA

Integrity. When I think of my role within RRCNA as a Board member, a primary goal is to protect and maintain the integrity of Reading Recovery, its content and delivery, as designed by Marie Clay. However, I also see an expanding client base to be served by the RRCNA Board, from teacher leaders and Reading Recovery teachers to first graders, their parents and teachers and to the community at large. In addition, I am committed to helping to facilitate the "scaling up" of Reading Recovery in the United States, to move it to the national agenda, to educate both the legislatures of individual states and the U.S. Congress so that Reading Recovery is no longer perceived as just another educational "add on," but instead as an integral, expected component of all K-12 educational institutions in America.

1998-99 Standing Committee Chairpersons

- **Administrative Committee**: Billie Askew
- **Bylaws Committee**: Geraldine Haggard
- **Descubriendo La Lectura Committee**: Yvonne Rodriguez
- **Development Committee**: Co-Chairpersons: Barbara Schubert and Lee Skandalaris
- **Elections Committee**: Clifford I. Johnson
- **Executive Committee**: Billie Askew
- **Implementation Committee**: M. Trika Smith-Burke
- **Membership Committee**: Connie Thomas
- **Nominating Committee**: Joetta Beaver
- **Publications and Communications Committee**: Mary Anne Doyle
- **Research Committee**: Patricia Kelly-
- **Standards and Guidelines Committee**: Noel Jones
- **Training Advisory Committee**: Irene Fountas

Council Co-Sponsors Session at IRA

The RRCNA co-sponsored its first session at the International Reading Association's Annual Conference in Orlando in April, 1988. Past President Joetta Beaver convened the session which provided an overview for attendees regarding the RRCNA, membership, programs, and services.

In addition, RRCNA staff Program Coordinator Julie Reeves attended the Conference and coordinated the Council's information booth in the Exhibit Hall. Julie was gratefully assisted by Orlando-based Reading Recovery teachers whose participation was coordinated by teacher leader Julie Teal, member of the Council's Membership Committee.

Many thanks to Julie Teal and the teachers who answered questions from hundreds of Conference attendees about Reading Recovery.

Pictured here following the co-sponsored session are Council Board members (left to right): Irene Fountas (Lesley College), Gay Su Pinnell (The Ohio State University), Connie Williams (Long Beach Independent School District), Joetta Beaver (Upper Arlington, Ohio, City Schools), Mary Anne Doyle (University of Connecticut), and Carol Lyons (The Ohio State University).

Descubriendo La Lectura Collaborative Meeting and Institute Held in Arizona

Bengie Jaime-Morgan, Reading Recovery / Descubriendo La Lectura Teacher Leader

After a decade the Descubriendo La Lectura program is stronger than ever in the United States and it continues to grow. On April 23-25, 1998, the Descubriendo La Lectura Western Collaborative Meeting and Institute was held at the Double Tree Hotel in Tucson, Arizona. Attendance was at its highest with 150 members present.

The Descubriendo La Lectura Collaborative meeting convened on Thursday with teacher leaders **Olivia Ruiz** and **Irma Romero** welcoming the participants. The focus of the meeting was to involve the group in discussions concerning challenges and strengths of the program. Committee representatives reported on Assessment, Descubriendo La Lectura Forms, book list, research, and communications.

Two of the many speakers who presented at the meeting were: **Yvonne Rodriguez**, Reading Recovery / Descubriendo La Lectura Trainer from Texas Woman's University who presented an update on the Reading Recovery Council of North America (RRCNA) current guidelines and standards for the Descubriendo La Lectura Program; **Jean Bussell**, Executive Director of RRCNA, gave an overview on the Council's operation and activities. The Descubriendo La Lectura roster was updated for all teachers, teacher leaders, and teachers-in-training who were present. Efforts to update the database of personnel was requested by the Council. RRCNA membership brochures were available and Ms. Bussell encouraged everyone to join the Council. She reminded everyone that their memberships not only entitle them to high-quality publications, but also link them to a growing network of professionals and advocates worldwide.

The Institute was held on Friday and Saturday with a General Session and small break out sessions. Participants were provided with opportunities to expand on theoretical and practical issues relative to responsibilities as Descubriendo La Lectura teachers and teacher leaders. Keynote speakers for the Institute were **Dr. Kathy Escamilla**, Associate Professor, University of Colorado at Denver; **Dr. Jerry McMenamin**, Profesor de Linguística, University of California at Fresno; **Dr. Maria Montaño-Harmon**, Educational Policy and Applied Linguistics, California State University at Fullerton, and **Yvonne Rodriguez**, Trainer from Texas. Topics ranged from "Strengthening Visual Processing with DLL Students" to "Las Unidades Linguísticas del Español." Thank you to teacher leaders, **Rosa Garcia** and **Lorena A. Rodriguez** (Pascol WA), **Diana Geisler** (Boulder CO), **Dr. Lance Gentile** (San Francisco CA), **Bengie Jaime-Morgan** (Chula Vista CA), **Raquel Mireles** (Los Angeles CA), **Birdie Muñoz** (Sacramento CA), **Helena Sabala** (San Diego CA), **Irma Sanchez** and **Connie Smith** (Fresno CA), and **Olivia Ruiz** and **Irma Romero** (Tucson AZ) for the break out sessions.

A special acknowledgment goes to the planning committee and to all the participants for their commitment and leadership in the Reading Recovery / Descubriendo La Lectura Program.

The 1999 Descubriendo La Lectura Collaborative Meetings are scheduled in Dallas, Texas (November); Columbus, Ohio (February 7, 1999); and Anaheim, California at the Disneyland Hotel (February).

Annual Fund Reminder

The Council's Annual Fund has attracted contributions from nearly fifty individuals! This is an excellent beginning to build the financial base of the organization from non-dues revenue.

The purpose of the "Annual Fund for Reading Recovery" is to provide support for the Council's ongoing projects and for new projects. The Fund's success will assist the Council in keeping membership dues at the current level for the foreseeable future.

Since the Council is recognized by the United States Government as a charitable organization under Section 501(c) 3 of the Internal Revenue Code, contributions to the Annual Fund are deductible as charitable contributions for tax purposes. Contact your accountant with any questions you may have about the deductibility of contributions for your own tax returns.

The envelope provided in this issue of Council Connections is for your convenience in making a contribution. You may make a contribution at any time, including in conjunction with your annual dues payment.

Thank you for your support.

SAVE THESE DATES FOR TWO SPECIAL EVENTS

February 6 - 9, 1999

THE NATIONAL READING RECOVERY AND DESCUBRIENDO LA LECTURA CONFERENCE

Greater Columbus Convention Center and
Hyatt Regency Columbus, Ohio

Be a part of history in the making: Attend the first National Reading Recovery Conference!!!

Celebrate 14 years of Reading Recovery at what would have been the 14th Annual Ohio Reading Recovery Conference and National Institute and now is the National Reading Recovery Conference!

Confirmed Speakers:

Richard Allington, Mary Fried, Celia Genishi, Rose Mary Estice, Diane DeFord, Carol Lyons, Linda Dorn, Noel Jones, Dixie Lee Spiegel, Lee Skandalaris, Ruby Brown, Katie Button, Karin Dahl, Pat Scharer, Judith Neal.

PLUS: Twelve Confirmed Preconference Institutes (On Saturday, February 6) featuring:
Gay Su Pinnell and Irene Fountas, Maribeth Schmitt and Tammy Younts, Katie Button and Peg Gwyther, Rose Mary Estice with Synda Slegeski and Mary Anne Doyle, Ida Patacca and Andrea McCarrier, Diane DeFord with Libby Larabee and Mary Ann McBride, Joetta Beaver with Lee Skandalaris and Emily Rodgers, Mary Fried with Judith Neal and Jeanne Evans and Ruby Brown, Carol Lyons and Linda Dorn, Noel Jones and others, Mary Merrill, and many more!

Over 180 Concurrent and Study Sessions

Special Features: Strands for Administrators and Researchers.
Special Meetings: RRCNA Membership; RRCNA Standing Committees; Eastern Collaborative of Descubriendo La Lectura.

Registration Materials will be mailed in late August 1998.

April 7 - 10, 1999

THE SECOND NORTH AMERICAN LEADERSHIP ACADEMY—"STRENGTHENING THE OPERATION OF READING RECOVERY"

SPONSORED BY THE
READING RECOVERY COUNCIL OF NORTH AMERICA

Hyatt Regency San Antonio
On the Riverwalk at Paseo del Alamo
San Antonio, Texas

KEYNOTE SPEAKERS
MARIE CLAY, founder of Reading Recovery
PETER HILL, Director of the Center for Applied Educational Research, University of Melbourne
URI TREISMAN, Director of the Dana Center, University of Texas at Austin

The academy is designed especially for superintendents, administrators, school board members, site coordinators and trained Reading Recovery professionals. These individuals are encouraged to participate as teams.

FOUR TOPICAL STRANDS WILL BE PRESENTED:

IMPLEMENTATION:
Rationales
Coverage
Cost-Benefit
School Teams

RESEARCH:
National questions and data
Answering local questions
Creating information from data
Presentations to decision makers
Poster Session

BUILDING OWNERSHIP: READING RECOVERY IN A COMPREHENSIVE LITERACY PLAN
Elements of the Comprehensive Plan
Factors to Support the Plan
Case Studies
Constructing Your Plan

COMMUNICATIONS:
Working with the Media
Influencing Public Policy Makers
Focusing on School Administrators and School Boards
Grant Writing as Advocacy
ABC's of Advocacy

Registration materials will be available in September 1998.

For more information, contact the
Reading Recovery Council of North America
Suite 100, 1929 Kenny Road
Columbus, Ohio 43210-1069
614/292-7111 or fax 614/292-4404.

Reading Recovery Council of North America Publications and Products

Fall 1998

Videotape: "Enriching the Partnership" featuring Gay Su Pinnell (VT: PINNELL): New Item!! This videotape features Gay Su Pinnell's keynote address at the 1998 Ohio Reading Recovery Conference and National Institute. Pinnell presents seven goals for literacy advocates and focuses on the daily decisions teachers make in teaching which insure justice and literacy for each child. Her conclusion is that teaching each child may be the most important thing teachers do because no one knows what each child will grow up to do. (Members $25.00; Non-Members $35.00)

Volunteer Literacy Manual (VOLmac or VOLpc): Volunteer management manual for schools and community organizations which are interested in developing or expanding existing literacy programs. Provides information, resources, and materials for understanding the value of volunteer service, defining volunteer roles, recruiting volunteers, training volunteers, recognizing volunteers, and managing the risks inherent in a volunteer program. A list of selected readings is included. Black and white masters and computer diskettes for modifying the masters are included. Specify "VOLmac" for Macintosh diskette or "VOLpc" for IBM PC compatible diskette. (Members $15.00 single copy; Non-Members $25.00 for single copy)

Audiotapes from the 13th Annual Ohio Reading Recovery Conference and National Institute: Contact the RRCNA Products Department at 614/292-2869 to request a special order form and price information.

Executive Summary 1984-1997 (ES97): Annual report of Reading Recovery in North America. Organized to answer questions such as "What is Reading Recovery?", "Does Reading Recovery Work?", and "How Is Reading Recovery Implemented?" Special sections on the Reading Recovery Council of North America, the Canadian Institute of Reading Recovery, and Descubriendo La Lectura. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

Reading Recovery: A Review of Research (ER23): A publication by Gay Su Pinnell which describes and analyzes available research in Reading Recovery. Includes a complete bibliography. (Members $5.00; Non-Members $8.00)

Site Coordinators Handbook (SCH): A "must have" for Reading Recovery site coordinators. Contains descriptions of Reading Recovery, the site coordinators' role, time lines and issues for teacher leader training year, responsibilities and characteristics of teacher training sites, definition and calculation of full implementation, developing consortia, research and evaluation responsibilities, and references and related readings. Over 100 pages in length and presented in a three-ring binder with dividers and room for expansion. (Members $25.00; Non-Members $35.00)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): Specifically designed for schools which are developing new approaches to Title I funding and programming. Highlights ways to provide for Reading Recovery programs under new Title I regulations. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

International Reading Recovery Directory (DR98): Alphabetical and geographical listings of addresses, phone numbers, fax numbers, and e-mail addresses for Reading Recovery teacher leaders, tutors, site coordinators, and trainers in North America, Australia, Great Britain, and New Zealand. (Members $20.00; Non-Members $30.00)

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Reading Recovery Council of North America

Benefits of membership in RRCNA include:

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  - Running Record or Network News (2 issues each)
- A one-year subscription to *Literacy, Teaching and Learning* research journal(2 issues)
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Board of Directors Announces 1999 Membership Meeting

The Board of Directors is responsible for convening an annual meeting of the membership of the Reading Recovery Council of North America. The 1999 Annual Membership Meeting will be held as follows:

Monday, February 8, 1999 in conjunction with the National Reading Recovery and Descubriendo La Lectura Conference, 5:00 PM to 6:00 PM, Delaware Rooms, Hyatt Regency Hotel, 350 North High Street, Columbus, Ohio

The Board looks forward to your participation.

State and Province News: *IMPORTANT DATES*

News from the States is a regular feature of *Council Connections*. Please submit items of interest from your state to the editor in care of the Council. This issue provides in chronological order the dates and locations for the state and regional Reading Recovery and early literacy conferences held in conjunction with university training centers and the Council.

Northeast
October 15-17, 1998, Lowell MA, Contact Karen Travelo, 617/349-8163

Western
October 22-24, 1998, Portland OR, Contact Patty Braunger, 503/239-7277
NOTE: RRCNA Approval Pending

South Dakota,
October 23-24, 1999, Vermillion SD, Contact Maurine Richardson, 605/677-6221

Pennsylvania
November 8-10, 1998, Harrisburg PA, Contact Janet Bufalino, 717/532-1166

South Carolina
November 12-13, 1998, Columbia SC, Contact Ruby Brown, 864/656-5101

Texas
November 11-14, 1998, Dallas TX, Contact Colleen Ferguson, 940/898-3408

Southeast
January 15-16, 1999, Greensboro NC, Contact Kathy Harrell, 919/758-5788

Michigan
January 22-23, 1999, Dearborn MI, Contact Jeff Holbrook, 517/733-2301
NOTE: RRCNA Approval Pending

National Reading Recovery and Descubriendo La Lectura Conference and Pre-Conference Institutes
Sponsored by RRCNA
February 6-9, 1999, Columbus OH, Contact Holly Bartholomew, 614/846-7932

Iowa
February 19-20, 1999, Des Moines IA, Contact Cheryl Cox, 515/271-2183

Illinois
February 21-23, 1999, Chicago IL, Contact Mary Ann Esler, 847/465-0575

Arkansas
March 4-5, 1999, Little Rock AR, Contact Janita Hoskyn, 501/569-3479

West Coast
March 4-7, 1999, Anaheim CA, Contact Adria Klein, 909/880-5605, or Judith Neal, 209/278-0223

North American Leadership Academy: Strengthening the Implementation of Reading Recovery
Sponsored by RRCNA
April 7-10, 1999, San Antonio TX, Contact Jean Bussell, 614/292-1795

Rocky Mountain
April 22-23, 1999, Casper, WY, Contact Nancy Lauderback or Elva Hannahan, 307/261-6896

Canadian Institute of Reading Recovery
April 23-24, 1999, Toronto, Ontario, Canada, Contact Dianne Stuart, 416/494-1445

Teacher Leader Institute
June 2-5, 1999, New Orleans LA, Contact Holly Bartholomew, 614/292-6934

READING RECOVERY® COUNCIL OF NORTH AMERICA

Council Connections

Winter 1999
Volume 4 • No. 2

A Newsletter of the Reading Recovery® Council of North America

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An International Look at Reading Recovery

Janet Bufalino, Editor

Featured in this issue is the implementation of Reading Recovery across the globe. Pieces are included from teacher/teacher leader training sites from Canada, DODDS (Department of Defense Schools), Queensland, Japan, New Zealand, and the United Kingdom. What the authors of these pieces bring to the readership is the How's, Who's and Where's of Reading Recovery from different perspectives. I hope that information from these sites will provide you with an interesting look at our program.

President's Message

Billie J. Askew

Two new RRCNA publications, the *Reading Recovery Review* and the *Standards and Guidelines* revision, offer us an opportunity to revisit our understandings and commitments to our own roles in making Reading Recovery successful for children across North America. New scan forms for collecting data this year will also help us to renew our commitments to successful programs for children.

I have selected a few points from the new publications to highlight below. Please highlight your own points as you study these new publications that will be very important to Reading Recovery's success in your schools.

- Systems have two problems to solve: how to deliver good classroom literacy instruction and what kind of "safety net" to provide for children who are low achieving even in good classroom programs. Reading Recovery is that "safety net."
- The goal of Reading Recovery is "to dramatically reduce the number of learners who have extreme difficulty with literacy learning and the cost of these learners to educational systems."
- Reading Recovery has two outcomes for children and they are both positive! Children may be discontinued or recommended for additional assessment and action. Both outcomes represent positive actions on behalf of children.
- Well-planned implementation determines the success of Reading Recovery. Have you evaluated your school or system relative to the level of coverage, ownership by all stakeholders, administrative vision and support, quality of teaching and ongoing training, outcomes for children, etc.?
- Reading Recovery is not aligned with any classroom approach and is not a program for classrooms or groups.
- Reading Recovery teachers DO teach about letters, sounds, and words.
- Reading Recovery is for the LOWEST achieving children.
- Reading Recovery comes from a strong research base and has evaluation data to support the effectiveness of the program and the subsequent gains of children following the intervention.

continued on next page

President's Message Continued

- There are many benefits of Reading Recovery in schools. Explore the *Reading Recovery Review* for a discussion of costs and benefits.
- Reading Recovery represents a partnership—a united effort in which teachers, administrators, parents, and policy makers work together to change the status of low-achieving children.
- Standards and guidelines exist for your protection -- to ensure the quality of your program and to promote the best results possible. Consider the rationales for these standards and guidelines as you read your revised edition.
- New scan forms will provide many new possibilities for studying the program—both through student outcomes and through the quality of program implementation.

Many other points could be made, but you all have copies of these publications. This is an important time in literacy education. We must be informed in order to make sound decisions on behalf of children. Please accept the challenge of reading each document carefully and revisiting your role in making Reading Recovery strong in your school and your district.

Marie Clay Receives Honorary Degree

Marie Clay receives degree from The Ohio State University President William E. Kirwan.

Marie Clay was among the six leaders in the fields of science, business, higher education and psychology who were recognized with special honors during The Ohio State University's summer quarter commencement in September, 1998, in Columbus, Ohio.

Clay was honored with the Doctor of Humane Letters degree. Clay is professor emerita at the University of Auckland in New Zealand and a fellow of the Royal Society of New Zealand, the New Zealand Psychological Society and the New Zealand Educational Institute.

A former Senior Fulbright Scholar in Residence at Ohio State in 1991, Clay taught primary and special classes and worked as a clinical child psychologist during her career in the New Zealand education system. Her interest in child development and clinical problems resulted in a program of intervention to help children at risk for literacy problems. The program, Reading Recovery, is now being delivered to some 150,000 children worldwide and was introduced in the United States in 1984-85 when Clay was a Distinguished Visiting Professor in Ohio State's College of Education.

Her book *Reading Recovery: Guidelines for Teachers in Training* has sold worldwide, and her books *The Patterning of Complex Behavior* and its later edition, *Becoming Literate: The Construction of Inner Control*, are considered classics in the literature on learning.

She is the recipient of the David H. Russell Award from the National Council of Teachers of English and the International Citation of Merit from the International Reading Association, and she is a Dame Commander of the British Empire. She served as president of the International Reading Association in 1992-93, and was the first non-American to hold that office.

The citation on her degree reads as follows:

The Ohio State University salutes Marie M. Clay.

Because of the innovative work of Marie M. Clay, children throughout the world today possess the joy of lifelong learning that comes with understanding the written word. Her research with young people at the very start of their schooling has had a profound influence on the field of literacy, and her ability to disseminate the theory and practice of Reading Recovery to a global community of educators has ensured countless children a better opportunity to succeed. In recognition of these outstanding achievements, The Ohio State University confers upon her the degree of Doctor of Humane Letters. Honoris causa September 3, 1998.

In addition to this degree, Clay has received an honorary doctorate in humane letters from Lesley College in Cambridge, Massachusetts, and has been named an honorary faculty member at Texas Woman's University in Denton, Texas.

Executive Director's Message

Jean F. Bussell

Julie Reeves, the Council's Membership Services Coordinator, and I always are looking for new ways to think about our members' needs for services from the Council. Her work in keeping the membership data base up to date and in responding to your inquiries for information and services becomes more time consuming every day as our membership continues to grow.

Recently I read a publication which presented a new way for associations to consider their members' interests and needs. I want to share it with you so that you can think about why you are a member and why some of your colleagues who are not current members might be interested in becoming members. The source of this categorization is Dale Paulson; the citation is provided at the end of this *Message*.

Paulson suggests that members have many reasons for being members and that these reasons often are overlapping. He also suggests that reasons for membership vary over time. His reasons, or categories, of members are as follows:

Mailboxer™: This member is busy. She seeks involvement through the mail or the computer. She wants information provided by mail, fax, or website so that she has it whenever she decides to use it. RRCNA provides newsletters and the journal by mail and has just started its website service for these members.

Relevant Participant®: This member attends all the conferences and seminars he can – if they are relevant to his needs in Reading Recovery and early literacy! He thrives on information, networking, and socializing. RRCNA provides the National Conference, the Leadership Academy, the Teacher Leader Institute, and special seminars and educational opportunities for this member. He also wants the information provided in newsletters and journals, but really likes RRCNA conferences and institutes.

Shaper™: This member wants to be active and involved in shaping association policy. For her, RRCNA provides the opportunity to serve on eight different standing committees (currently nearly 150 members do) or on the Board of Directors (26 members do). In addition, RRCNA provides opportunities to make presentations at the National Conference and to write articles for the newsletters and the journal.

CompShopper®: This member compares RRCNA to other organizations each time the membership renewal request comes in the mail. He looks at what he is getting for his dues money and compares that with other organizations vying for his membership. RRCNA seeks to keep the membership dues as low as possible and to provide as much membership service and concrete benefits as possible. RRCNA keeps its focus on Reading Recovery as its primary interest and thus distinguishes itself from other organizations which serve a broader set of interests among their members.

Cognoscenti®: This member focuses her attention on adding to her fund of knowledge. She wants information that is up to date and accurate. RRCNA provides her with newsletters and journals, with the website, and with a wide variety of additional publications focusing on teaching and learning in Reading Recovery.

Status Conscious®: Despite the initial negative reaction you may have to this label, this member is primarily concerned with improving the professional image of association members—in this case the professional image of Reading Recovery professionals. He looks to the association to support the profession and the program offered by the professionals. RRCNA's new development of the Teacher Leader Registry serves this member's needs. The Teacher Leader Registry (and the Reading Recovery Teacher Registry which may be developed in the future) will provide validation of the teacher leader's initial training and ongoing professional development and serve as a resource to external entities that are interested in the quality of the Reading Recovery program implementation.

Altruistic®: This member shares the values of the association. She believes in the vision, mission, and purpose of the organization. RRCNA provides opportunities for her to participate in special projects (especially those coordinated by standing committees), to support the fundraising efforts of the association, and to add her voice through lobbying and letter writing on behalf of Reading Recovery.

The last two categories are *Doubters*® and *Non-relevants*®. For these individuals, membership is highly tenuous. Doubters resist change and new initiatives, and Non-relevants have moved on to another place in their lives without Reading Recovery and no longer support the program. Obviously, RRCNA can no longer meet their needs.

Wherever you fall in this categorization—and it is likely that you will fall into more than one category—please know that RRCNA expects to meet your needs. We hope you will continue to communicate your interests and needs to us so that we can continue to develop programs and services to ensure your continued support and membership.

Reference

Paulson, D.G. (1998). *Allegiance®: Fulfilling the promise of one-to-one marketing for associations.* Washington DC: American Society of Association Executives.

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INTERNATIONAL PERSPECTIVE FOCUS
Reading Recovery in Queensland

Susan Burroughs-Lange, Trainer

Queensland (for those who aren't quite sure!) is on the right hand side of the Australian continent, halfway up. We have about 40,000 children aged 6-7 years spread throughout more than a thousand primary schools. They are dispersed across an area approximately one fifth of the size of the North American continent, with a concentration along the coastal strip and Southeast corner.

In 1994, Reading Recovery began in Toowoomba, a country town inland from the state capital of Brisbane. By 1996 teacher training was taking place in four centres, which expanded to 11 in 1997. In 1998, 16 centres are training Reading Recovery teachers. One new centre is planned for 1999 and our (Tutor) Teacher Leader team will number 28.

Some of our teachers drive across to the next suburb, others travel thousands of kilometers to reach their in-service sessions. When children are brought in to teach from these distant locations a charter flight is the only option, or, in some cases, one or more ferry trips from island to island. We are trialing a 'hosting' system this year, whereby a teacher relocates to a town with a teaching centre for the training year and then returns to his/her remote school to operate the Reading Recovery program. We're having to think creatively about 'continuing contact' support patterns in those cases.

The funding for teacher and teacher leader (tutor) employment in Reading Recovery, their training, and maintenance of the centres is all administered from the Central State Office, which is then delegated to local educational District Directors to implement.

The State Reading Recovery Centre was established at Queensland University of Technology, Brisbane, at the beginning of 1997 and to date, 16 (Tutors) Teacher Leaders have been trained, or will shortly complete their training, in the Queensland context. In 1998, 380 teachers will have offered Reading Recovery programs to approximately 3700 children. We suspect the influence on understanding early literacy development and effective teaching is also filtering more widely than their Reading Recovery teaching roles. But we continue to caution that, whilst these insights are powerful ones for all teachers, one-on-one teaching procedures do not travel unmodified to large group learning contexts.

As we are such a new and rapidly growing implementation in Queensland, a disproportionate percentage of our data is drawn from teachers in their training year. Nevertheless approximately 80% of those children who enter Reading Recovery are successfully discontinued within the year or after being carried over to the next. With the goal of reaching 20% of children, we reached a little under 5% of the total 6 year old population in 1997.

Queensland is the land of perpetual sunshine and a laid-back lifestyle that is not always at one with intensive effort and attention to schooling. But enthusiasm for the success of the program runs high here, enhanced by the holding of the 3rd International Reading Recovery Institute in Cairns this year. The professionalism and dedication of our Teacher Leader (Tutor) team and our teachers is being recognized and commented upon widely. We are pleased to benefit from being part of a worldwide community.

Reading Recovery in the United Kingdom

Julia Doutil, Jean Prance, Trainers
Angela Hobsbaum, National Coordinator

The Development of Reading Recovery in the United Kingdom

In the late 1980's Marie Clay spent some time working in the United Kingdom, as a result of which an experienced practitioner went out to New Zealand to train as a Reading Recovery Tutor. She returned to the United Kingdom in 1990 and began training the first groups of teachers in 1990. In 1991 a small team from New Zealand came to England to train a further seven tutors and a National implementation was born.

In 1992 the Department for Education in England funded a three-year pilot project, through which the programme was implemented in 20 Local Education Authorities and London Boroughs. A further six Education Authorities were able to draw upon expertise within the project and began to implement Reading Recovery without government funding. The programme spread throughout the United Kingdom, and in September 1998 Reading Recovery was available in 25 Local Education Authorities across England and Wales, throughout Jersey, across all five Education and Library Boards in Northern Ireland, and at one training site in Scotland. Slowly but surely, the programme is becoming an integral part of the literacy provision which more and more primary schools can offer.

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INTERNATIONAL PERSPECTIVE FOCUS (continued)

Achievements in the United Kingdom

Between 1990 and 1998, over 1,500 educators were trained as Reading Recovery teachers. However, by 1998 only about 900 of them were still working as Reading Recovery teachers on a daily basis; many of the others had been promoted to new jobs and were no longer able to work with individual children on a daily basis although their professional training is still seen as a valuable asset to their schools. About half the teachers who do currently work in Reading Recovery combine this work with offering learning support elsewhere in the school, often to older pupils. About one quarter combine Reading Recovery teaching with class responsibilities.

At present, about 5,000 six-year olds receive the programme every year. Over the last four years of national monitoring, the success rate has risen steadily, and in 1998, 78% of the children who left the programme were regarded as having developed sufficient strategies to enable them to continue to consolidate their literacy learning within the classroom and to be able to access the mainstream curriculum alongside their peers. Given that about half the children who receive Reading Recovery in the United Kingdom come from disadvantaged backgrounds and receive free school meals, this represents an impressive achievement in the face of considerable adversity. However, it is a tiny proportion of the annual national cohort of six year olds (400,000 in England alone) and many children who need this intensive help do not receive it.

Although nationally only about 15% of the children who receive Reading Recovery have English as an additional language, in some areas the proportions are considerably higher, reflecting the local situation. Not surprisingly, bilingual learners take slightly longer than those do with English as a first language to reach a successful outcome. However, the individual nature of the programme and its careful attention to each child's strengths ensures that children with English as an additional language are generally successful and despite often starting with very limited literacy skills they make rapid progress.

The Reading Recovery National Network produces annual reports based upon information about every teacher and child involved in the programme that year, and many Local Education Authorities have carried out their own evaluations of the programme in their area. In 1993 the Schools' Curriculum and Assessment Authority (SCAA) funded an evaluation into the longer-term effectiveness of the programme (Hurry & Sylva, published 1995 and 1998), which found that Reading Recovery was the most effective intervention for those children from socially disadvantaged backgrounds and those who, after a year at school, had not made a start in reading.

European Implementation of Reading Recovery

Julie Wittenburg, Teacher Leader

What could shooting geysers, bubbling mud pots, action packed bull fights, historic medieval castles, spewing volcanoes, and the Queen of England all have in common with Reading Recovery? These are the sites you could see if you traveled to the Reading Recovery schools in the Department of Defense Dependent Schools(DoDDS). Spanning from Iceland in the north, to Sicily in the south, DoDDS-Europe is geographically the largest Reading Recovery site in the world. Other DoDDS Reading Recovery schools in Europe can be found in Italy, Spain, Belgium, Germany, England and the Azores.

Reading Recovery has been a part of the overseas military school system for the past six years. In the DoDDS-Europe site, Janice Hines, Joneva Loper, and Julie Wittenberg work in seven different countries supporting 70 Reading Recovery teachers in 30 different schools.

The teachers have all been trained either in the DoDDS system or in the United States. Since the teachers have been trained at different sites, our continuing contact sessions confirm the fact that no matter where a teacher is trained, the common goal of teaching children remains. If you entered any of the DoDDS Reading Recovery schools and asked to see a Reading Recovery lesson, you would feel as though you never left the states. The children are typical American children.

If you attended a continuing contact session, you would also feel as though you were back in the U.S. There are two-way mirrors located throughout Europe. The teachers who are within driving distance to a training facility attend continuing contact sessions once a month. The teaching concerns expressed are comparable to those that come up regardless of where you teach.

However, the continuing contact sessions for the teachers at remote sites such as Spain and Iceland may look a little different. The teacher leader must travel quite a distance to make school visits. Because of the extra costs of airfare, visits to the remote schools are never just for one day. The teachers in these remote areas usually get several days of theory and practice with the teacher leader. Occasionally, it is the Reading Recovery teachers who must do the traveling to attend the continuing contact sessions. The extended use of e-mail, telephones and fax machines helps

continued on next page

INTERNATIONAL PERSPECTIVE FOCUS (continued)

to facilitate consistent communication among all involved with Reading Recovery.

In the DoDDS system, there are several unique circumstances that provide additional challenges for Reading Recovery. Children arrive overseas with a military parent and remain in our school for a typical tour of two or three years. The rate of mobility in DoDDS is similar to that of a large urban district in the states. Additionally, if there is an extended family emergency in the states, the family and child may be gone for several weeks. Many times children are dealing with the absence of a parent due to the military member being deployed for duty in another area, such as Bosnia or Hungary, for an extended period of time.

Despite the unique challenges that confront the Reading Recovery program within the DoDDS system, children and teachers continue to be successful in Reading Recovery. Parents, local principals, and area administrators continue to support the efforts of the Reading Recovery teachers and teacher leaders.

Japan's Reading Recovery Programme

by Jeanne Lemire, Teacher Leader

What do chopsticks and rice have to do with Reading Recovery? Well, if you live in Asia, you might use chopsticks to point with when doing a minimal book orientation and you might use a rice tray instead of, or in addition to, a sand tray.

Reading Recovery has been inplace on Okinawa for six school years and we have had full implementation since year two. We have approximately nine thousand five hundred children in twelve schools. Reading Recovery services are provided to children in seven schools on the island. Our children and teachers are of varied and diverse ethnic backgrounds.

This school year (1998-1999) Reading Recovery is in place in two countries: Japan (Okinawa) and Korea, and one U.S. territory, Guam. Currently, we have Reading Recovery in three districts and ten schools. The teachers in outlying areas are already trained and have come from various training sites, in the United States, as well as from our own schools in Europe and the Pacific areas. Okinawa has the only training site in the Pacific Region, which consists of Guam, Korea, Okinawa and Mainland Japan. Presently, there are nine teachers in training. We have constant teacher turnover, due to retirements, marriage, and transfers from Okinawa to other areas, thus allowing training classes to be conducted every year.

If you have ever had the opportunity to observe Reading Recovery in another location, you know that it looks the same wherever it is taught; however, there are unusual circumstances surrounding the delivery of Continuing Contact sessions for some of the teachers in the Department of Defense Schools. Several of the Teacher Leaders fly to other countries to observe teachers working with students, to have Continuing Contact sessions and to conduct colleague visits. We also work with individual districts and our headquarters in Arlington, Virginia, to have teachers from outlying areas come to the training site as well as to participate in more colleague visits and in the Behind the Glass training sessions. The logistics can get complicated!

In Asia, we have forty-three trained Reading Recovery teachers that have many job combinations. We have teachers who teach Kindergarten, first, second, and third grades with Reading Recovery, as well as some who teach English as a Second Language (ESL), Special Education (Inclusion services, Preschool, and Speech), Compensatory Education (similar to Title I), and Reading Improvement Specialists (RIS/LARS).

Some of the issues that we deal with on a daily basis are different than those that others in Reading Recovery might experience. In our area, the Air Force troops deploy to Saudi Arabia on a regular basis for three to four months at a time, and with the current situation in the Middle East, many more troops (Navy and Marines) than usual are on ships in the Persian Gulf. We experience high mobility rates with our clientele, emergency leave (families from here return to the U.S. to deal with family illness or other emergencies), security issues, extended vacations, long term deployments of the military sponsor(s), and distance to the training site for some teachers.

Planes, trains, and automobiles, as well as different money, languages, and cultures keep us all on our toes wherever Reading Recovery is taught overseas. These differences help make school visits and our lives interesting and fun, but it is also demanding when it can take a day or longer to get from one place to another.

The teacher leaders are in constant communication with each other and with colleagues in the United States, using e-mail, fax, and phone. Whenever we have the opportunity, the teacher leaders are always planning and looking ahead to the future of Reading Recovery in the Department of Defense Dependent Schools by communicating with principals, superintendents, (our) headquarters, teachers and parents. I believe our system thinks of Reading Recovery as a successful early intervention program focused on the prevention of early reading difficulties for students regardless of where they or their families may end up in later years.

INTERNATIONAL PERSPECTIVE FOCUS (continued)

Canadian Institute of Reading Recovery

Dianne Stuart, Trainer/Director CIRR

Canada is a vast country, stretching from the Atlantic to the Pacific and from the North Pole to the latitude of Rome. It is the second largest country in the world with a small population of approximately 31 million people. Great tracks of Canada are sparsely inhabited as approximately ninety percent of the population lives within 150 kilometers of the United States border. Canada is a spectrum of cultures, but acknowledges the founding nations with two official languages—English and French. This vast land is divided into ten provinces and two territories.

Reading Recovery began in Canada in 1989 with the first class of teachers being trained in Scarborough, Ontario. In 1992, a partnership was formed between the Scarborough Board of Education and University of Toronto in order to train Teacher Leaders. This partnership is known as the Canadian Institute of Reading Recovery™ (CIRR). In 1993, the first class of teacher leaders was trained at the Canadian Institute. Prior to that time, training took place at The Ohio State University or the National Reading Recovery Centre in New Zealand.

The CIRR is a non-profit organization registered as a charity under the Canadian Corporations Act. Its Board of Governors is responsible for the appointment of staff, the preparation and management of fiscal matters and ensuring standards and quality control are maintained across the county.

To protect the standards and ensure quality control, Dame Marie Clay, granted the CIRR the right to the trademark of Reading Recovery™ in Canada. In 1996, the Western Canadian Institute of Reading Recovery™ opened and began training teacher leaders.

Presently there are two English-speaking trainers in Canada and the first Francophone trainer completed her training in New Zealand in December, 1998.

The expansion of Reading Recovery in Canada has been rapid. Since 1993, sixty-six teacher leaders have been trained in Canada. Presently the program is in 9 of our 10 provinces and Yukon Territory. The governments of Nova Scotia, Manitoba, Prince Edward Island and the Yukon have all taken the program on as a provincial initiative.

Within this diverse country, Reading Recovery has developed rapidly. In 1996-97, the Canadian implementation grew by 89% over the previous year. The program is being delivered in large urban districts as well as in small communities whereby the teachers, children and teacher leaders need to fly into the training centers. The success of the program to date is much the result of great commitment, flexibility and vision by people involved.

Most recently, the Canadian Institute and the Ministry of Education and Culture in Nova Scotia with support from the Canadian government and the French Language School Board in Nova Scotia have been granted the right to develop Reading Recovery in French by Dr. Clay. Work has begun on the redevelopment of the *Observation Survey of Early Literacy Achievement*.

The Reading Recovery program was tracked on a national basis for the first time in 1995-96. To ensure standards are maintained, national data is collected annually from each site and a report written for each province as well as a national report.

We are pleased that more than 6000 Canadian children benefited from Reading Recovery™ in 1996-97. Although we are pleased with our results, the challenges of upholding the high quality teaching and training are ongoing.

New Zealand's Reading Recovery Programme

by National Reading Recovery Training and Coordination Team (NZ)

New Zealand is a small country with a population of approximately three and a half million. Just over two thousand schools serve children in the first five years of school with more than half of these schools having a roll of less than 150 children. In 1997 71% of these schools were operating a Reading Recovery programme accounting for 87% of the six-year-olds.

It is more than twenty years since Dame Marie Clay developed Reading Recovery in Auckland, New Zealand. Following a two-year development phase in 1976-77 the programme was trialled in five Auckland schools in 1978 and replicated in a further 48 schools the next year. The accelerated rates of progress made by the children receiving the novel intervention quickly attracted the attention of senior educational administrators who supported the training of a further 50 Auckland teachers in 1980 and expansion to a second urban centre in 1981. A major move occurred in 1983 when the programme became national, operating in each of the ten administrative districts in New Zealand. In 1984 a national data collection and monitoring procedure was established by the then Department, now Ministry, of Education. This national monitoring of

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INTERNATIONAL PERSPECTIVE FOCUS (continued)

programme delivery and outcomes for all schools is reported each year in Research Division Bulletins from the Ministry of Education in Wellington, New Zealand.

To support the teacher training programme a government funded Tutor (Teacher Leader) training and co-ordination programme was established in Auckland (now attached to the Auckland College of Education) with provision for groups of Tutors to be trained on a bi-annual basis, or as required, to support the expanding intervention.

The implementation of Reading Recovery in New Zealand received a further boost in 1984 when a new government introduced the first phase of a planned 1:20 staffing ratio for the first three years of school. This policy, which was designed to enable schools to use staff in flexible ways to meet individual learning needs, was never fully actioned but continues to be a primary source of staffing for the delivery of Reading Recovery in schools with the ratio now changed to 1:23. At the same time the government established a pool of full time teacher equivalents, which continue to be allocated on an annual basis mainly to allow schools to train teachers, but also to support trained teachers.

In 1983, there were 3,200 children out of the 49,574 in the six-year old age group receiving the programme. The six-year-old population remained stable while the proportion of children receiving the programme rose steadily from 6.45% in 1984 to 21% in 1989. The programme has continued to serve around 20% of six-year-olds each year. The most recent figures on the national coverage of the programme are for the 1997 school year (February to December). In that year 13,416 children received the programme out of the birth cohort of 59,739.

There are only two possible outcomes for children in Reading Recovery, to be discontinued or to be referred for further specialist help or long term literacy support. Figures indicate that the vast majority of children entering the programme are discontinued either in the year of entry or in the following year. Children who enter the programme late in the school year in New Zealand are carried over to complete the programme in the following school year. A very small number (1.69% of the six year old cohort in 1997) are identified as needing further assistance.

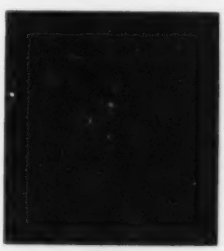
Fifteen years of gathering national monitoring data demonstrates that Reading Recovery has continued to operate very effectively in New Zealand. This is so despite radical changes in the organization and administration of schools since 1989, funding constraints, and an increasingly competitive educational environment. Challenges are posed by the large number of small, often remote, rural schools in New Zealand, increasing social and educational inequalities, and a rise in the six year old population since 1995.

The results have been very pleasing. However the ongoing challenge is to continue the delivery of very high quality teaching and training to enable all lowest performing children throughout New Zealand to become successful readers and writers.

July 2001 **Fourth International Reading Recovery Institute Vancouver, British Columbia, Canada.** **July 2001**

New Staff Join the Council

We are pleased to introduce two new staff members to you.



Karen Bell has become Executive Assistant to the Executive Director. Her responsibilities include assisting the Director in various capacities: scheduling, communications, travel arrangements, resource and materials organization, and a wide variety of special projects. She already has proven to be very valuable in completing projects that have been waiting for someone with time! Karen comes from The Ohio State University, College of Education and is learning our language very quickly!

Karen Ann Smith has become the Membership Assistant. She will assist Julie Reeves in all ways necessary to keep the membership services area rolling smoothly. She is learning the intimate details of our membership software and helping manage the daily membership information flow of renewals, new members, changes in status and address, etc. She will be instrumental in maintaining the Teacher Leader Registry and in responding to member inquiries by phone, fax, e-mail or ordinary correspondence.

In addition, **Wannesse Beckley** and **Courtney Slauter** are students funded in part by federal work study funds. Each of them works ten to fifteen hours per week and supports the membership services function and other functions as needed.

We welcome these new staff members and students and hope you will appreciate the service they provide on your behalf.

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Classroom Connections

Effective literacy programs

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

Gay Su Pinnell
The Ohio State University

Effective literacy programs involve a wide range of reading and writing activities, all of which are necessary and which support learning in different ways. Reading instruction, for example, involves making rich texts available to children through reading aloud to them. As they hear written language read aloud, they internalize new ways of using language, become familiar with more complex syntactic structures, and learn new vocabulary. Children also need opportunities to share books with other children through *buddy reading* or *partner reading* and to have the time to choose and read or look at books for themselves.

An essential part of the language arts curriculum involves direct instruction in reading. Helping readers develop independent, effective strategies, involves engaging them in reading texts that offer just the right level of support and challenge as well as providing skillful teaching. When books are matched to readers, then teaching can be powerful because we are engaging the young reader in successful processing that builds the self-extending system, a network of understandings that work together to help the reader extend his or her skill.

Guided Reading

Many teachers are beginning to teach reading in small groups, a process called *guided reading*. Children in the groups are similar in their reading behavior at a particular point in time, and as they learn, the membership of these flexible groups changes. It makes sense to teach the children as a group because they are reading text at about the same level of difficulty. The teacher selects a text that is just about right for the group and *fine tunes* the text selection with a brief introduction. Then, members of the group read the whole text softly or silently to themselves. They read simultaneously but not in chorus. During reading the teacher observes behavior and interacts with individuals. Afterwards, the teacher makes several teaching points based on observation. All of the instructional interactions are based on knowledge of where the children are and where they need to go in their learning.

Successful implementation for guided reading depends on selecting appropriate texts day after day. If you are beginning to use small group reading instruction in your classroom, you will find it very helpful to have books organized in a gradient of difficulty. Having a leveled book collection does not take the place of text selection, but it does make it easier.

A Leveled Book Collection

A leveled book collection is a large set of books that is organized in levels of difficulty from the very easy books that an emergent reader might begin on to the longer, complex books that advanced readers in intermediate grades will read. In some schools, the collection is housed in a central area. There are multiple copies of many books; there might be about 10 levels for grades K-1, and three or four more levels for each grade after that. A leveled book set has several advantages, including the following:

- An organized set of books makes it easier to select books for groups of children.
- Having a gradient of text provides a way to assess children's progress over time.

A book collection can be established that does not need to be replaced but simply revised and expanded over time.

As the book collection expands, the variety of text will provide many opportunities for children to increase their reading power through experiencing a wide variety of texts.

Starting a Leveled Collection

A leveled collection may be constructed simply by gathering a large collection of books and working with colleagues to discuss the characteristics of the texts. Using your experiences in teaching children, you will find that you can place books along a continuum of difficulty. Of course, your beginning categorizations should be tested with children over a period of time. Gradually, categories will become more stable. Many groups of teachers have worked with their collections over several years, periodically coming together to discuss the books, revise levels, and add new books. As you have conversations about books, you will discover that you are talking about more than the texts. You will be talking about the children and their reading behavior. These conversations can be very rich.

It will *speed up* the process to use a leveled book list as a starting point, although there is no substitute for working with the texts yourself. The book list we present in *Guided Reading: Good First Teaching for All Children*. (Fountas & Pinnell, 1996) was based on several years of teachers' work with a set of books leveled for classroom use. This list has been recently revised (Fountas & Pinnell, 1999). A process such as that previously described helped us to begin the collection on which the list is based.

We do not advise using the Reading Recovery book list for several reasons. First, books on that list were selected for readers who are having difficulty; the general classroom population can learn from a wider variety of text than those on the Reading Recovery list. Second,

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Effective literacy programs (continued)

the levels for Reading Recovery are very finely drawn because very small steps in level are needed to support the progress of young readers who are having extreme difficulty. When you teach children in classroom groups, broader levels are needed for efficiency in selection and in storage. Most children do not need the narrowly defined levels that have been created for Reading Recovery. Third, variety is needed in levels of books designed for classroom practice. You are selecting books, day after day, that will challenge and engage several children at once. In Reading Recovery, teachers select books for a specific reader; they have very detailed information in mind. In small groups in the classroom, you will be finding characteristics that meet the needs of a broader range of readers. While the children in the group are similar, they will be noticing different aspects of a text on their level and learning in different ways.

Another way to start a leveled collection is to begin with any set of books from one publisher that you have found to be pretty reliable in the gradient of difficulty they present. Don't hesitate to *re-level* some books if, in your judgment, the book would better match the children you teach. Then, add books from other publishers to the levels. Soon, you will have the beginnings of a leveled set. No one publisher can provide the variety needed for a leveled book collection for guided reading.

Supporting Children's Reading

In teaching children in guided reading, you are constantly balancing the difficulty of the text with the way you support children in reading it. A text is selected for a small group of children who are similar in their reading behaviors at a particular point in time. In general, the text is about right for children in the group. You introduce the story to the group, support individuals through brief interactions while they read, and guide them to talk together afterwards about the ideas and words in the text. In this way, you can use good teaching to refine text selection and help individual readers, through their reading, to move forward in the development of a reading process. A key to supporting reading is the selection of books that are not too easy, yet not too hard, and that offer a variety of challenges to help readers become flexible problem-solvers.

Good readers employ a wide range of word solving strategies, including analysis of letter-sound relationships and word parts, but they must deal with words that are embedded in different kinds of texts that are organized in different ways. A variety of reading experience is essential if they are to go beyond the reading of individual words to interpret language and capture the subtle meanings of many different kinds of texts.

Factors to Consider in Leveling Books

No one aspect or characteristic of text can be used to determine the level of challenge and support a particular book or shorter story presents to readers. In placing a text along a gradient of difficulty, many factors are considered. A sample list is presented below.

Length

- How many words does the book have?
- How many lines of text are on each page?
- How long is the book?

Layout

- What is the size of the print?
- To what degree are there clear spaces between words and between lines?
- How are print and pictures placed to convey meaning?
- Is text laid out with sentences beginning on the left or does it *wrap around* so that punctuation between sentences must be noticed and used?
- Is print in standard, predictable places on the pages or used in creative ways that require the reader's flexibility?
- What roles do size and shape of book, binding, and layout play in text interpretation?

Subject

- Are the concepts or topics familiar to most children or less likely to be known?
- How many different ideas, topics, characters, or events are included in the book?

Structure and Organization of the Text

- Are there repeating episodes that help the reader predict what will happen in the story?
- Is there repetitive language in the text that present children with the same words and phrases over and over?
- How are events and information organized (chronologically or other)?
- How are characters thoughts and actions presented (directly or through inference)?
- How many sections or chapters are presented in the book?
- Are there titles, headings, or side headings that readers must learn to use in order to get information?

Illustrations

- To what degree do the pictures provide clear information to help readers understand the text?
- How much picture support is there throughout the text?
- Do illustrations raise questions in readers' minds to help them interpret the text or go beyond it?

Words

- What is the variety of words in the text (for example, cried, exclaimed, or replied for said)?
- Are there many multisyllable words or that are infrequently used in oral language?
- Are there many high frequency words in the text?

Phrases, Sentences, Paragraphs

- Are there complex sentences joined by conjunctions (and or but)?
- Are there complex sentences with embedded clauses?

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Effective literacy programs (continued)

- Are sentences organized into paragraphs so that readers notice lead sentences and main ideas?

Punctuation

- What is the variety of punctuation used in the text?
- To what degree must punctuation be used to understand the syntax of the text?
- To what degree must punctuation be used to understand the meaning of the text?

Literary Features

- What must readers understand about characters and how they develop and change?
- What must readers understand about the setting and plot of the text?
- Are there literary devices, such as *flashbacks* or *stories within stories* that add complexity and challenge to the text?
- Does the writer use metaphor or other literary devices to make the text more interesting, and, therefore, more difficult for the readers?

Variety within Levels in the Collection

The first levels of the gradient introduce children to reading print. While reading these beginning levels, children learn to match word by word, reading left to right, and to begin to check on themselves as readers. For example, they learn that there is valuable information in the pictures, that they have to think about the meaning of the story, and that it also helps to use visual aspects of print. At first, they may simply be noticing a few letters or words, but as they gain experience (and with good teaching) they learn and use phonics skills, develop a core of high frequency words that they can quickly and automatically recognize, work with print in a variety of layouts, and engage with interesting and varied texts.

As the levels increase in difficulty, there is a wider variety of text. Within a given level, several different kinds of text material may be encountered. At first glance, it may seem strange to have picture books, short informational books, and longer chapter books within the same level. But, we have to think of the challenges and supports to the reader. Longer stories and chapter books may be mostly narrative, that present increasingly complex plots and memorable characters. These longer selections provide an opportunity for readers to sustain their efforts over time, remembering details and getting to know characters as they develop.

Informational books present a different challenges. They may have complex ideas and technical language so that, even though they have less text and more pictures than the chapter books, they present a different kind of challenge. Students will need to discuss the ideas and information and perhaps go beyond the text to perform research. These books provide an opportunity to guide children in gaining information from books.

Another type of text that may be used in guided reading is a more advanced and difficult picture book. Literary texts, presented as complex pictures books, provide an opportunity to expand vocabulary, to interpret stories, and to analyze illustrations and their contribution to the expression of meaning. For advanced readers, difficult picture books provide something like the short story—a piece of complex reading that does not take several days to complete but that can be the basis for discussion and analysis.

You may want to include all of the above types of books—and more—in your collection so that your readers have variety and develop flexibility.

Using Leveled Books with Readers

Factors such as those listed above are considered when assigning a *level* to a text. But, the real test is in using the text with young readers. Factors outside a text include, for example:

- The reader's prior knowledge of the topic, including vocabulary and concepts, as well as the reader's knowledge of particular words.
- The reader's prior experience in encountering texts with features like this one.
- The way the text is introduced.
- The supportive interactions between the teacher and children during reading.

As mentioned above, it is important to have variety within each level. When working with groups in classroom reading, a broad base of text is needed. Readers who experience only one kind of book may develop only a narrow range of strategies for processing text.

Other Resources

Readers may want to refer to the following resources for descriptions of guided reading as well as more books for each level:

Fountas, Irene, and Pinnell, G.S. (1996). *Guided Reading: Good First Teaching for All Children.* Portsmouth, NH: Heinemann.

Fountas, Irene, and Pinnell, G.S. (1999). *Matching Books to Readers: A Book List for Guided Reading, K-3.*

Start the New Year Right!

Make a financial contribution to the Annual Fund of the Reading Recovery Council of North America!

Your donation along with your dues renewal, or in the envelope included in this newsletter, will help build the Council's resources for providing new and improved services to our members. Help keep dues at the same low level. Help keep the prices of special publications reasonable for all members. You'll be happy you did! Thank you.

State and Regional Conferences

State and Regional Conferences have provided numerous opportunities for Reading Recovery personnel to gather in support of RRCNA over the fall.

In ***Lowell, Massachusetts***, at the Northeast Reading Recovery Conference, RRCNA President Billie Askew greeted members to a lunchtime gathering which featured opportunities for members to meet and ask questions. Trika Smith-Burke, Chairperson of the Implementation Committee; Irene Fountas, Chairperson of the Training Advisory Committee; and Mary Anne Doyle, Chairperson of the Publications and Communication Committee each reported on the projects underway by their respective committees. Council Executive Director Jean Bussell provided information from other standing committees. Members present made the following suggestions for Council services:

- Establish a job bank in conjunction with the website.
- Provide a membership card to assist members in having their membership number and knowing their membership expiration date.
- Explore more ways for members to participate given distances and time.
- Publicize to administrators the value of Reading Recovery, including its research base.
- Find ways to support site coordinators in helping teacher leaders with the implementation of Reading Recovery.

In addition, RRCNA welcomed a total of 593 new and renewed members at the conference.

In ***Dallas, Texas***, at the Texas Reading Recovery Conference, once again RRCNA President Billie Askew convened a late afternoon gathering of RRCNA members. This time other standing committee chairpersons were present and made reports for their committees. Yvonne Rodriguez reported for Descubriendo La Lectura; Trika Smith-Burke reported for the Implementation Committee; Geraldine Haggard reported for the Bylaws Committee; Mary Jackson reported for the Finance Committee; and Irene Fountas reported for the Training Advisory Committee. RRCNA welcomed 354 new members and 312 renewed members for a total of 666 at the Conference.

Membership Services Coordinator Julie Reeves represented RRCNA at the Western Reading Recovery Conference in ***Portland, Oregon***. This year's Western Conference marked the first that the Council booth has been staffed by an RRCNA representative. Forty-eight people joined or renewed their memberships, and dozens visited the booth for information on Council services. The RRCNA staff looks forward to the Western Conference as an annual membership event.

Membership Services Committee Member Craig Ausel represented RRCNA at the Pennsylvania Reading Recovery Conference in ***Harrisburg, Pennsylvania***. Fifty-nine Conference attendees stopped by the booth to join or renew their memberships.

Fourteen attendees joined or renewed their memberships at the South Carolina Reading Recovery Conference, held in ***Columbia, South Carolina***. Membership Services Committee Member Joanne Noble represented the Council, and was assisted by Adrienne Lauder. Both are teacher leaders from Mt. Pleasant, SC.

The Council was represented at the Minnesota Reading Recovery Conference by Membership Services Committee Member Karen Odegard. Twenty-nine new members joined RRCNA at the Conference, which was held in ***St. Paul, Minnesota*** in early November.

Pennsylvania: A Visit by Marie Clay

The Pennsylvania Reading Recovery Community was thrilled to welcome Dr. Marie Clay to Harrisburg, PA for a 3-day visit in August. The visit focused on the implementation of Reading Recovery. Administrators from school districts across Pennsylvania, Maryland, Virginia, and West Virginia participated in the discussions which seemed to take them in three directions: Levels of Implementation, Selection of Children, and Research.

A highlight of the visit was the presenting of a Distinguished Educator Award to Dr. Clay by Mr. Jim Sheffer, president of the National Association of State Title 1 Directors. Mr. Sheffer has been an advocate of the Reading Recovery program in Pennsylvania since 1989 and continues to support the program. Educators across Pennsylvania thank Mr. Sheffer for his support and congratulate Dr. Clay on the award.

RRCNA Announces New Publications

The Council is pleased to announce the availability of four new publications. Each may be ordered using the Order Form portion of the Membership Application at the end of this issue.

Best of the Running Record is a revised edition of articles frequently requested from past issues of *The Running Record Newsletter*. The new edition includes 23 articles selected from issues published between March 1989 and Spring 1998. The articles are arranged by subject matter to assist the reader in finding articles which address a particular point of interest. The topics are:

- Historical Perspective;
- Research and Rationales;
- Reading Recovery Training;
- Teaching for Diversity; and
- Teaching and Learning in Reading Recovery.

The price for members is $10.00 (including shipping and handling costs) and $15.00 for non-members.

Reading Recovery Review: Understandings, Outcomes and Implications has been mailed to all members. Additional copies are available at the nominal cost of $2.00 per copy. The purpose of *Reading Recovery Review* is to provide information to Reading Recovery constituents and other interested individuals and organizations about Reading Recovery.

Very special thanks go from the Council and the entire Reading Recovery community to the authors of this publication: Billie Askew (Texas Woman's University), Irene Fountas (Lesley College), Carol Lyons (The Ohio State University), Gay Su Pinnell (The Ohio State University), and Maribeth Schmitt (Purdue University).

Standards and Guidelines of the Reading Recovery Council of North America (Third Edition: Fall 1998) have been published as adopted in fall 1998 by the North American Trainers' Group and the RRCNA Board of Directors. The booklet describes:

- standards and guidelines for training and implementation of Reading Recovery related to: selection and training of Reading Recovery teachers, teacher leaders, and trainers;
- guidelines for trained Reading Recovery educators;
- requirements for Reading Recovery sites and university training centers;
- designation of teacher leader specialists by university training centers;
- policy for exemption; and
- codes of ethics for Reading Recovery university training centers and RRCNA Board and committee members.

The revised Standards and Guidelines are the result of several years of consideration of the previous standards and guidelines by trainers, teacher leaders, site coordinators, and teachers in Reading Recovery. Copies of the Standards and Guidelines are available to RRCNA members for $5.00 per copy and to non-members for $8.00 per copy.

The Advocacy Handbook has been completed and is available to RRCNA members and non-members. The *Handbook* provides a basic education for would-be advocates for Reading Recovery. The *Handbook* defines advocacy from the perspective of the individual advocate and as a collaborative effort. It describes the basic policy making process at state and federal levels including both the executive or administrative process and the legislative process. The heart of the *Handbook* is a detailed discussion of advocacy strategies for educating public policy makers. This includes letter writing, telephoning, faxing, emailing, visiting, and testifying. In addition, it includes working in coalitions, keeping on top of legislation, organizing visits to your program, working with the media, and many other suggestions for advocates. Resources which are included are a sample fact sheet, sample letters and news releases, a work sheet for organizing your effort, a directory of federal and state capitals, and a review of state legislation for Reading Recovery. The *Handbook* is available to RRCNA members for $15.00 per copy and to non-members for $25.00 per copy.

Attend the 1999 Membership Meeting

The Board of Directors is responsible for convening an annual meeting of the membership of the Reading Recovery Council of North America. The 1999 Annual Membership Meeting will be held as follows:

Monday, February 8, 1999 in conjunction with the National Reading Recovery and Descubriendo La Lectura Conference, 5:00 PM to 6:00 PM, Delaware Rooms, Hyatt Regency Hotel, 350 North High Street, Columbus, Ohio

The Board looks forward to your participation.

Deadline for next issue: February 15, 1999

REGISTER NOW FOR SPECIAL EVENT

April 7 - 10, 1999

THE SECOND NORTH AMERICAN LEADERSHIP ACADEMY
"STRENGTHENING THE OPERATION OF READING RECOVERY"

Hyatt Regency On the Riverwalk
at Paseo del Alamo, San Antonio, Texas

KEYNOTE SPEAKERS

MARIE CLAY, PETER HILL, URI TREISMAN

The academy is designed especially for superintendents, administrators, school board members, site coordinators and trained Reading Recovery professionals. These individuals are encouraged to participate as teams.

FOUR TOPICAL STRANDS: *IMPLEMENTATION, RESEARCH, COMMUNICATIONS, and BUILDING OWNERSHIP: READING RECOVERY IN A COMPREHENSIVE LITERACY PLAN*

Deadline: March 15, 1999.
For more information, contact the
Reading Recovery Council of North America
Suite 100, 1929 Kenny Road
Columbus, Ohio 43210-1069
614/292-7111 or fax 614/292-4404.

www.readingrecovery.org

The Reading Recovery Council of North America has established its web site. The site begins with the home page from which you will access multiple areas of interest.

The Council thanks Diane DeFord, Reading Recovery Trainer at The Ohio State University, for her leadership in working with the Council's staff and the web site subcommittee to bring the web site to this point. We welcome your comments and suggestions for changes and improvements to the site. Enjoy!

Reading Recovery Council of North America Publications and Products *Winter1999*

Advocacy Handbook (ADVHBK): The essential handbook for everyone who is interested in advocacy for Reading Recovery! Contains over fifty pages of information, ideas, and strategies for advocating for Reading Recovery and the children served by Reading Recovery. Learn what you need to know to be an effective advocate at local, state, and national levels. Benefit from resources such as advocacy outlines, sample fact sheets and letters, and directories of state and federal officials. (Members $15.00 per copy; Non-Members $25.00 per copy)

Best of the Running Record (BORR2E): The newly revised publication contains articles frequently requested from past issues of the *Running Record* Newsletter. Includes selections from March 1989 through Spring 1998. Articles are arranged by subject matter, including Historical Perspective; Research and Rationales; Reading Recovery Training; Teaching for Diversity; and Teaching and Learning in Reading Recovery. A total of 23 articles are included in this 110-page publication. (Members $10.00 for single copy; Non-Members $15.00 for single copy)

Executive Summary 1984-1998 (ES98): (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

International Reading Recovery Directory (DR98): (Members $20.00; Non-Members $30.00)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

Reading Recovery: A Review of Research (ER23): (Members $5.00; Non-Members $8.00)

Reading Recovery Review (RRRAT): 68-page monograph addresses the current understandings, outcomes, and implications of Reading Recovery. Provides essential information about Reading Recovery – what Reading Recovery is and is not, its goal, its role in professional development, its research base and data collection and reporting procedures, its two positive outcomes, its implementation factors, and its trademark and licensing procedures. Provides clarifications to common misconceptions about Reading Recovery. Presents a review of research and evaluation related to Reading Recovery. Contains responses to major challenges to Reading Recovery. Addresses the collaborative mission of Reading Recovery in helping to insure literacy opportunities for all children. Includes an extensive Reference Section. (Single copies available for $2.00)

Site Coordinators Handbook (SCH): (Members $25.00; Non-Members $35.00)

Standards and Guidelines (GS2): This booklet presents the revised national standards and guidelines as adopted in fall 1998 by the North American Trainers' Group and the RRCNA Board of Directors. Describes standards and guidelines for training and implementation of Reading Recovery related to: selection and training of Reading Recovery teachers, teacher leaders, and trainers; guidelines for trained Reading Recovery educators; and requirements for Reading Recovery sites and university training centers. (Members $5.00; Non-Members $8.00)

Volunteer Literacy Manual (VOLmac or VOLpc): (Members $15.00 single copy; Non-Members $25.00 for single copy)

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Use the Membership/Order Form on the inside back cover of this issue to obtain any of these items except as indicated.

Reading Recovery Council of North America

Benefits of membership in RRCNA include:

- A one-year subscription to RRCNA newsletters
  - Council Connections (3 issues)
  - Running Record or Network News (2 issues each)
- A one-year subscription to *Literacy, Teaching and Learning* research journal(2 issues)
- Special member rates on other RRCNA publications
- Voted representation on the RRCNA Board of Directors
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READING RECOVERY® COUNCIL OF NORTH AMERICA

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Please help the Council maintain an accurate Reading Recovery database by providing the following information:

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A special **thank you** to our members and friends who have made contributions to the Reading Recovery Council of North America between the period of August 1, 1998, and November 30, 1998. If you have made financial contribution to the Council during this period and are not listed below, please contact Jean Bussell at 614/292-1795. Thank you.

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Memorial Contributions

During the past several months the Council has received memorial contributions in honor of Andrea "Andy" Smith, a teacher leader from Pierre, South Dakota. A very special thank you to those individuals who have acknowledged Andrea with a financial tribute:

- Karla Abernathy
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READING RECOVERY® COUNCIL OF NORTH AMERICA

Council Connections

Spring 1999
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A Newsletter of the Reading Recovery® Council of North America

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President's Message

Billie J. Askew

Congratulations! Because of your commitment and efforts, the membership of the Reading Recovery Council of North America is rapidly approaching 10,000! In addition, approximately 5,000 dedicated professionals participated in the 1999 National Reading Recovery Conference sponsored by RRCNA.

Hard-working Council committees are producing new publications, proposing and planning important research designs, planning Council events, seeking external funding to expand the functions of the Council, promoting advocacy for Council goals, and the list goes on! It is an exciting year for RRCNA. We have learned from each other and experienced our collective energy and enthusiasm while seeking to accomplish our shared mission. What an exciting mission it is!

At the National Reading Recovery Conference in Columbus, Richard Allington reminded us that with a membership approaching 10,000 educators and partners, we have a strong voice and an obligation to be heard. Members of the Reading Recovery Council of North America are making a difference at local, state, and national levels.

Please help as we expand our influence by promoting Council membership, participating in Council functions, contributing to and using Council publications to support your work, letting the Council Board know what you need to accomplish our mission, serving on committees, and sharing your ideas and 'success stories.'

Together we can make a difference -- because we all accept the challenge of finding answers for children, as expressed by Florence Sabin: "If I didn't believe the answer could be found, I wouldn't be working on it." Thanks to all of you who are working to accomplish RRCNA's mission to ensure access to Reading Recovery for every child who needs its support.

Descubriendo La Lectura: An Overview

Yvonne Rodríguez

Descubriendo La Lectura (DLL) is the reconstruction of Reading Recovery for Spanish-speaking students. It operates within the same theoretical framework as that of Reading Recovery. The primary difference between Reading Recovery and Descubriendo La Lectura lies with procedural issues due to the fact that the English language and Spanish language function differently. Therefore, specific training is required to ensure the most effective literacy support is being provided to the Spanish-speaking students identified as being at-risk of not learning how to read and write. The specific standards and guidelines needed to implement DLL can be found in the *Standards and Guidelines of the Reading Recovery Council of North America*.

This year marks the ten year anniversary for Descubriendo La Lectura. This initiative began in Tucson, Arizona, and now includes sites in California, Connecticut, Illinois, Massachusetts, New Jersey, New York, Texas, and Washington. In addition, there has been DLL representation on the RRCNA board for the past four years. The DLL representative

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Executive Director's Message

Jean F. Bussell

In working with Editor Janet Bufalino in preparing this issue of *Council Connections*, I once again am amazed at the breadth and depth of the involvement of the RRCNA in a wide variety of issues which affect our members. As you read the articles in this issue, I think you will reach the same conclusion.

Of greatest interest to me is the work of our standing committee structure. The individual committee members contribute enormously to the work of the Council. They generate the ideas for what we should do based on their own experience in Reading Recovery and on your suggestions and requests. Then they do the work that they generate for themselves from these terrific ideas! These are the kinds of committees that help to ensure the success of the Council.

The Board of Directors works on behalf of all members. Whether they are elected to represent a particular group within Reading Recovery or whether they are elected or appointed at large, the members of the Board come together to consider all issues which affect the organization of the Council and the operation of Reading Recovery in North America. In this capacity they are collaborators with the North American Trainers Group and with The Ohio State University and the Canadian Institute of Reading Recovery (holders of the Reading Recovery trademarks in North America).

As you will read the committees and the Board have been extremely active over the past year. The opportunity for the committees and the Board to meet face-to-face at the National Reading Recovery Conference stimulates much

activity for the rest of the year. You can be a part of this activity by contacting the committee chairperson of the committee that interests you the most.

This issue of *Council Connections* also reports on activities of staff on behalf of Reading Recovery, on federal legislative issues of interest to you, and on future events in Reading Recovery. We intend that all this activity will support you in your daily work with children, teachers, administrators, parents and community members. Your response to the membership survey mailed in March will help us know how we are doing. Please respond and let us know what else we can do to support you.

Affiliate Membership Organizations Approved

The RRCNA Board of Directors has approved the establishment of three affiliate membership organizations. This action was taken after a thorough review and amendment of the Council's "Guidelines for Affiliation of Membership Organizations."

The Guidelines require that RRCNA members petition the Council for recognition as an affiliate and that criteria contained in the Guidelines are met by the petitioning group of members. Key criteria include: 1) members of the affiliate must be members of RRCNA; 2) the affiliate maintains its own corporate status with responsibility for its own fiscal and contractual obligations; and 3) the affiliate receives the right to use the Reading Recovery trademark in its name, publications, conferences, logo, and other related programs and services.

The *Mid-Atlantic Reading Recovery Council* (MARRC) was approved effective with its incorporation. MARRC will serve RRCNA members residing in Pennsylvania, Virginia, West Virginia, and Maryland. The anticipated activities of MARRC are: 1) facilitating a regional conference, 2) publishing an annual newsletter, 3) providing and supporting professional development opportunities for Reading Recovery professionals at all levels, and 4) promoting research related to Reading Recovery implementation and early literacy. All activities will be facilitated with the direct support of university trainers.

The *New Jersey Reading Recovery Network* was approved effective immediately since it incorporated as a part of its organizational process. Its goals are to advocate for Reading Recovery and early literacy, to organize a statewide conference, to promote awareness of Reading Recovery and early literacy, to promote cooperation among the Reading Recovery sites in the state, to promote training and knowledge of teachers in early literacy, and to provide extended professional development of Reading Recovery teachers through a strand at the New Jersey Reading Recovery Network Early Reading and Writing Conference.

The *Reading Recovery Council of Michigan* (RRCM) was approved with the agreement that RRCM will align its governance and membership structure to match RRCNA requirements within four years. This waiver of RRCNA Guidelines was deemed appropriate because the Michigan Council actually predates RRCNA in existence. The purposes of RRCM are: 1) to encourage the full implementation of Reading Recovery, 2) to promote early literacy events, conferences, meetings, and/or institutes which support Reading Recovery, 3) to promote dialogue with educators and administrators, and 4) to

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Board Meeting Highlights

The RRCNA Board of Directors met on February 9 and 10, 1999. The meeting completed a variety of projects identified by the Board at its June, 1998 meeting. The following points highlight the actions taken. Additional articles in this newsletter cover certain actions in greater depth.

- Reviewed Board evaluation committee survey results and determined appropriate follow up foci for a board development workshop in conjunction with the June, 1999 Board meeting.
- Accepted the audit for the period ending June 30, 1998. (Unqualified opinion was received; copies of audit are available from the Council office upon request.)
- Approved recommendations of the National Conference Ad Hoc Committee as follows:
  1. Voted to continue revenue sharing at the rate of 10% of net proceeds with the Ohio Reading Recovery Governing Board, to be revisited if the Conference is moved out of Ohio.
  2. Authorized the Executive Director to negotiate and execute contracts with the Columbus OH hotels and convention center for the National Conferences for 2001, 2002, and 2003.
  3. Voted to collaborate with several regional conferences and the Canadian Institute to explore possibilities for the National Conference beginning in 2004.
  4. Established the National Conference Chairperson as the individuals in the Presidential line with programmatic responsibilities for the conference in the year of their presidency.
  5. Created the National Conference Committee to be composed of the categorically elected representatives to the Board as well as a minimum of three representatives from the host state or region and other appointees as desired by the Chairperson.
  6. Approved the establishment of a fulltime Director of Conferences and Events as well as a fulltime position for Conference Assistant.
  7. Approved the National Conference Committee as a standing committee of RRCNA.
  8. Voted to promote the visibility of the National Conference as a membership event through the nominating process, the newsletters, and publicity at Council events.
- Amended the Affiliation Guidelines for Membership Affiliations as recommended by the Ad Hoc Committee, including approval of three affiliates. (See related article on page 2.)
- Established the Teacher Leader Registry as a part of the *Directory of Reading Recovery*. Established a fee of $25 per year for inclusion in the Teacher Leader Registry with the fee to be waived for 1999 and collected for 2000-2001 as a part of the Teacher Leader Institute registration fee.
- Approved in concept four research proposals from the Research Committee with budget considerations to be addressed as a part of the 1999-2000 budget process.
- Approved the Policy on Confidentiality and Protection of Human Subjects (to be approved by The Ohio State University).
- Extended the contract with the WidmeyerBaker Group for an additional five months to provide for the completion of the vehicles for communicating the messages developed during phase one of the contract and for continuation of critical contacts in Washington.
- Recommended to the North American Trainers Group (NATG) that each university training center for Reading Recovery teacher leaders conduct a self-evaluation of the status of its center, to include, among other considerations, answers to a set of questions to be developed by a group of trainers identified by the NATG for this purpose. A written summary of these reports will be presented by the trainer representatives to the RRCNA Board at its regular meeting in February, 2000.
- Recommended to the NATG that the NATG establish a committee of trainers to develop policies, procedures, and structures for implementing, monitoring, and granting exceptions to the standards and guidelines as contained in the new third edition of the *Standards and Guidelines of the Reading Recovery Council of North America* published in Fall, 1998. The proposal developed by the committee of trainers will be reviewed by the RRCNA Standards and Guidelines Committee, the RRCNA Implementation Committee, and by the NATG prior to coming to the RRCNA Board of Directors for final consideration.
- Accepted responsibility for serving as fiscal agent for the 2001 International Reading Recovery Institute to be held at the Hyatt Regency in Vancouver, British Columbia, July 20-27, 2001, and required that a committee be convened to: develop policies regarding the responsibilities of RRCNA and the International Institute committee members, to develop policies regarding the budget including overhead to RRCNA, and to develop policies regarding the allocation of net revenue from the conference. Such policies shall be presented to the Board at its June, 1999 meeting.

Affiliate Continued

advocate the purposes of Reading Recovery with the business community, political entities, and the media in the State of Michigan.

The Council welcomes these three affiliates and looks forward to developing cooperative ventures with each of them.

1999 National Conference Report

Nearly 5,000 attendees celebrated Reading Recovery and early literacy classroom programs at the First National Reading Recovery Conference held in Columbus, Ohio, February 6-9, 1999. Attendees came from 35 states plus Washington DC, DoDDS (Department of Defense Dependents Schools), and Canada. Nearly 1700 participants attended twelve preconference institutes offered on Saturday prior to the start of the Conference on Sunday.

Participants attended a selection of 181 concurrent sessions, study groups, and keynote lectures plus four keynote sessions and twenty sessions presented by ten featured speakers. Exhibitors from 50 companies filled 92 booths in the exhibit hall. The Wright Group, Seedling Publications, and Dominie Press provided special support for the Conference through their sponsorships of special events and the Conference Program. The Council thanks all participants, exhibitors, sponsors, and presenters for their special contributions to the Conference's success.

Smith Welcomes Conference Participants

Rosa Smith, Superintendent of the Columbus Public Schools, welcomed Conference attendees to Columbus, where Reading Recovery began in North America. She acknowledged that "reading is key" and that "reading is the foundation for learning." She asked the question "why?" we do what we do and answered that we must ask questions that challenge the status quo. We must not be satisfied with "good enough." We must strive for excellence and utilize programs in schools which accelerate children's learning to read and write. She challenged Reading Recovery to evolve as a part of a larger program for early literacy and thus help ensure that children will be reading at or above grade level by third grade.

Allington Keynotes Conference

Richard Allington, Professor of Education and Chair of the Department of Reading, State University of New York at Albany, presented the keynote address "The Hard Work Ahead." He traced the history of "disinformation" campaigns in reading philosophies and efforts to influence public policy. He stated that no other program has as much data on effectiveness as Reading Recovery. But Reading Recovery is not a vaccine and does not provide lifelong protection. Reading Recovery is more like penicillin; it works now but it cannot guarantee protection for years in the future. Twelve to fifteen weeks cannot do it alone; what happens in the classroom in subsequent years matters, too.

Allington reported that despite pressures from the 1980s and 1990s campaigns against public education, children continue to perform at levels similar to the past twenty-five years. This truly is remarkable in that the past twenty-five years have seen children become the most poor and diverse group in our country (rather than senior citizens). In fact, the Rand Corporation says that schools need to be 20% more effective today to maintain historic levels of performance and address the problems of children arriving at the schools today.

Allington encouraged Conference attendees to read publications by Jerry Bracey and Robert Rothstein to gain a greater understanding of performance of schools in relation to changing expectations. Allington also cautioned reading professionals to challenge arguments that schools aren't working and to raise their professional voices in support of teachers' professional decision making in teaching children to read and write. He encouraged teachers to read *You Can Make A Difference* by Keresty, O'Leary, and Wortley.

Allington concluded with the following challenge: "Don't get defensive. Get proactive. It's you who must do it. If not you, who? If not now, when?"

Scharer and Dahl Present Research Findings

Pat Scharer and **Karin Dahl**, Associate Professors, The Ohio State University, reported the results of their research into the teaching of phonics in whole language classrooms, "Phonics Teaching and Learning in Whole Language First Grade Classrooms: A Report of Federally-Funded Research." Their research was intended to answer four questions:

1. What do whole language teachers teach?
2. Where do they teach it?
3. How was instruction conducted?

continued on next page

1999 National Conference Report (Continued)

4. What do the children learn?

Using two phonics and whole language experts to monitor and advise their research, Scharer and Dahl reported that foundation concepts of phonological awareness, phonemic awareness, and phonemic segmentation constituted one-third of the instruction. Strategy instruction included orthographic instruction, sequential analysis, and miscues and how to deal with them.

Secondly, they reported that phonics instruction spread across the curriculum, occurring at the point of use – 55% of the time in reading and 45% of the time in writing. They found that instruction happened at the point where the child is most deeply engaged, at the point of use rather than in isolation.

Scharer and Dahl concluded that phonics instruction in whole language classrooms was instruction tailor-made for the child rather than factory made for the class.

Fried Addresses Parental Concerns

Mary Fried, Trainer of Teacher Leaders at The Ohio State University, told a story of "The Other Side of Reading Recovery."

Taking on a parent's perspective, Fried asked that teachers be encouraging in their conversations with parents. Be positive. Assure the parents of the opportunity for extra time for getting help which Reading Recovery provides.

For conversations with the children, remember that Marie Clay says that the child is the first to realize he is learning. Encourage the child to read. Take the lowest children. We cannot predict who will succeed.

For administrators, remember that small group instruction does not meet the needs of the lowest children. Work for full coverage so that all children can be served and so that the classroom and school will receive the full benefit of what Reading Recovery contributes to the early literacy program.

For all of us, remember that Reading Recovery cannot be successful alone. Communicate with classroom teachers. Show them the lessons and "lift that mysterious cloud" from what Reading Recovery does with children. Form a multilevel literacy team for Reading Recovery in your school. Document the progress of the program with success stories, monitoring, assessment of beginning year scores, and full implementation. Work to maximize time in lessons, including lessons in the classroom. Make sure you keep asking, "are literacy problems decreasing?" and problem-solving if they are not.

Keep the vision of what could be: teachers working together, instruction making a difference, and children disappearing among the average.

Spiegel Provides Guidelines

Dixie Spiegel, Professor of Education and Assistant Dean of Students, at the University of North Carolina at Chapel Hill, addressed the Conference attendees on the topic of "What School Boards and School Administrators Need to Know about Reading Recovery." She divided her comments into three sections. First, she presented overall suggestions for how literacy programs in the schools should be guided by those who are experts in literacy. She suggested that teachers, administrators, and school board members should be guided by experts in literacy, not by outside interference. They should know the research and the sources of data. They should nurture their own personnel and know their own limitations and the benefits and limitations of Reading Recovery and other literacy programs in the schools.

Second, Spiegel discussed guidelines for determining the quality of intervention programs. Here she emphasized early attention by the best teachers for the most at-risk children. She characterized intervention as supplementary to, not supplanting, the classroom program. She encouraged student and teacher driven curriculum rather than materials-driven curriculum for individualized instruction.

Third, Spiegel enumerated guidelines for identifying and supporting effective literacy programs throughout the schools. Characteristics of effective programs include the following:

- Children are spending time reading.
- Children are learning strategies and how to transfer those strategies to new situations.
- Children are working at their instructional level.
- Direct instruction is part of the program.
- Children's attempts to make meaning of text are monitored and reinforced.
- Writing is an integral part of the reading program.
- Beginning reading has phonemic awareness as part of the curriculum.
- Reading instruction focuses on comprehension of connected text, not the fragmented study of isolated skills.

Clay to Keynote National Conference 2000

Mark your calendar now! The 2000 National Reading Recovery and Descubriendo La Lectura Conference will be held **February 5 – 8, 2000**, in Columbus, Ohio. The theme will be **"Partnerships for Literacy: Ensuring the Best First."** The Conference will be a celebration of fifteen years of Reading Recovery in North America.

In honor of this fifteenth anniversary, **Dr. Marie Clay** has agreed to honor the Council by providing the keynote address.

In addition to Dr. Clay, other early pioneers of Reading Recovery in New Zealand and North America also will be featured. Registration materials will be mailed in early September.

The Call for Presentations for the 2000 Conference has been mailed to all members. The response deadline is May 14, 1999, so plan ahead and think about what you would like to contribute to the Conference program.

And for really planning ahead: The Council Board of Directors has voted to keep the National Conference in Columbus, Ohio, through the year 2003. Here are the dates for your extended calendar:

- **Saturday, February 10 through Tuesday, February 13, 2001**
- **Saturday, February 9 through Tuesday, February 12, 2002**
- **Saturday, February 8 through Tuesday, February 11, 2003**

Watch for the Summer 1999 issue of *Council Connections* for a complete list of Reading Recovery Conferences for 1999-2000 as well as more details about the 2000 National Reading Recovery Conference.

Deans Meet at National Conference

Deans and their representatives from eight university training centers met in Columbus in conjunction with the National Reading Recovery Conference. Interim Dean Daryl Siedentop, The Ohio State University, College of Education, convened the meeting.

RRCNA President Billie Askew provided an update of actions taken by the Council since last year's meeting. One such action is the amendment of the Council's Code of Regulations to provide for the election of a dean to serve as a member of the RRCNA Board of Directors. Linda Tafel, Dean of the National College of Education at National-Louis University has agreed to serve in this capacity. Askew also reported on the publication of the *Reading Recovery Review* and the new *Standards and Guidelines* for University Training Centers. She led the deans through an extensive discussion of changes in the national student and site data forms and the implications of the information collected on these forms for the management of Reading Recovery programs in the United States.

RRCNA Past President Carol Lyons presented the national data for the year ending June 30, 1998. The data shows continuous growth in Reading Recovery in service to children, number of children whose programs are discontinued, number of sites, number of teacher leaders, and number of teachers. Only the number of university trainers decreased in 1997-98. With five new trainers being trained in the current year, these numbers will improve in 1999-2000.

RRCNA Executive Director Jean Bussell updated the deans on the Council's increase in membership, its efforts to be more visible at national conferences of school policy decision makers, its initiation of the web site, and plans for 1999. Plans include the Second North American Leadership Academy, continued attention to visibility at other national conferences, further development of public information programs, and linkages between the RRCNA web site and the university training centers' web sites.

The deans discussed continuing challenges to Reading Recovery at the university level. These include expansion and replacement of training centers and trainers as needed to support the larger implementation of Reading Recovery; building capacity to keep the program strong and to maintain it as personnel change; exploring distance learning options while maintaining program quality and integrity; budget modeling from one university to another; and connections between Reading Recovery and the rest of the university's educational curriculum.

Membership Meeting Report

The 1999 RRCNA Membership Meeting was held on Monday, February 8, 1999, in Columbus, Ohio, in conjunction with the National Reading Recovery Conference. RRCNA President Billie Askew conducted the meeting. She welcomed all the members who attended and encouraged them to continue to support the Council's work through their dues, their volunteer service on committees, and their good work with children.

Standing Committee chairpersons were introduced and made brief presentations about the work of their respective committees. (See the Committee Reports Section of this newsletter.) In addition, Paul Addie from the Canadian Institute of Reading Recovery updated the members on the progress of Reading Recovery in Canada.

Executive Director Jean Bussell introduced the Council staff and urged members to contact the Council office whenever they have questions or need assistance with Reading Recovery or membership issues.

Members raised a number of issues about the future of Reading Recovery. For instance, how are future university training centers to be selected and how will trainers who may retire in the next several years be replaced? President Askew indicated that RRCNA works with the North American Trainers Group to develop plans for the continuation of existing university training centers and for the development of new ones. The members also discussed the political situations at the local, state and national levels and how we all can work together to share information and to advocate on behalf of Reading Recovery and the children and families served by Reading Recovery.

The meeting closed with a raffle of Reading Recovery mugs and autographed copies of *Becoming Literate* and *By Different Paths to Common Outcomes*.

Look for Your New RRCNA Membership Card Soon

Beginning this spring, all RRCNA members will receive an "official" membership card. The wallet-sized card is made of a thin, durable plastic that will feature the member's name, membership number, and renewal date on the front. The back of the card will serve as a quick-reference, including the Council's address, phone and FAX numbers, as well as the RRCNA's website address.

Rather than re-issuing new cards each year, all who renew their memberships will receive an updated renewal date sticker with their annual renewal acknowledgment. The sticker may simply be peeled off and affixed to the membership card.

Now, in order to receive your membership discount when ordering RRCNA products and registering for Conferences, your membership number is as close as your back pocket. Don't leave home without it!

What's Hot and What's Not:

Membership Services Staff Wants to Know

Do you have an idea on how the RRCNA staff can better serve you as a member? By now, all RRCNA members should have received their membership satisfaction surveys. The survey is an important tool for helping the Council staff evaluate specific membership benefits and services. So if you haven't returned your survey, please take this opportunity to communicate your thoughts on RRCNA membership benefits—what you most like about your membership as well as ways in which you would like to see services improved.

Please return your questionnaires by April 30, so that your input can be included in the survey summary—to be featured in the summer 1999 *Council Connections*.

Note: If you'd like to communicate with the RRCNA membership staff, you don't have to wait for future membership questionnaires to arrive—just call, FAX or email your comments and ideas to Julie Reeves, Membership Services Coordinator, anytime!

Phone: 614/292-1792
FAX: 614/292-4404
E-mail: reeves.8@osu.edu

Reading Excellence Act:
Opportunities for Reading Recovery

The Reading Excellence Act is a $260 million federal grant program with awards to be granted to various states on a competitive basis. The Act is designed to:

- Provide children with the readiness skills and support they need in early childhood to learn to read once they enter school.
- Teach every child to read by the end of the third grade.
- Use research-based methods to improve the instructional practices of teachers and other instructional staff.

The Act supports professional development programs, transition programs for kindergartners, family literacy projects, and tutoring programs. The Act requires broad-based partnerships that include, but are not limited to, parents, teachers, family literacy providers, and professional development providers.

Grants will be awarded to states that have established statewide reading partnerships. The state educational agencies then will run two grant competitions:

1) Local Reading Improvement Grants with three eligible recipient types:
   - Local districts that have at least one school in Title I school improvement status.
   - Districts with the highest or second highest percentages of poverty in the state.
   - Districts with the highest or second highest number of poor children in the state.

2) Tutorial assistance grants with four eligible recipient types:
   - Local districts that have at least one school in Title I school improvement status.
   - Districts with the highest or second highest percentages of poverty in the state.
   - Districts with the highest or second highest number of poor children in the state.
   - Districts that are located in an empowerment zone or enterprise community.

Grant applications from the states will be submitted to the United States Department of Education in early May. Funds to local educational agencies will be available as early as July, 1999 depending on the state's application process.

The Act defines "reading" as follows: a complex system of deriving meaning from print that requires all of the following:

(A) the skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
(B) the ability to decode unfamiliar words.
(C) the ability to read fluently.
(D) sufficient background information and vocabulary to foster reading comprehension.
(E) the development of appropriate and active strategies to construct meaning from print.
(F) the development and maintenance of a motivation to read.

In the Act "scientifically based reading research"

(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and
(B) shall include research that –
   (i) employs systematic, empirical methods that draw on observation or experiment;
   (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
   (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
   (iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

These definitions challenge all reading programs to demonstrate that their research base is theory-driven and that their research is replicable. Certainly the implementation of Reading Recovery demonstrates the replicability of the program across all environments. It now is incumbent upon Reading Recovery professionals to demonstrate the scientific base of the program itself. The Council will be working with the university trainers over the next several months to develop this information.

If you are interested in more information about the Reading Excellence Act, contact your state educational agency and/or visit the USDE web site at www.ed.gov/inits/FY99/index.html or www.ed.gov and select "New Initiatives."

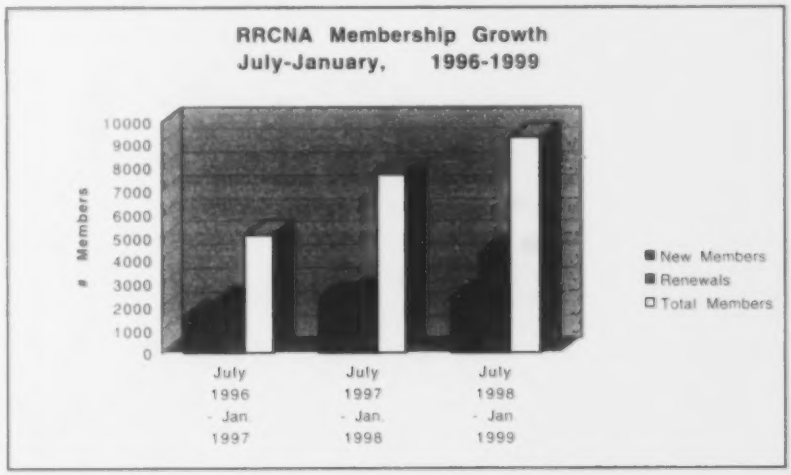
Deadline for next issue is
July 1, 1999.

Council Membership Tops 9000!

Staff Projects 10,000 by year 2000

On January 31, the ranks of RRCNA membership reached an all-time high of 9,311 members. As a result, the first seven months of this fiscal year were the busiest in RRCNA's history. From July, 1998 through January, 1999, Council membership staff mailed 2,463 new membership packets and processed 4,351 renewals.

If membership continues to grow at its current rate, RRCNA's staff projects a total membership of over 10,000 by the end of the 1999 calendar year. What a way to bring in the new millennium! This growth can only happen, however, if members are willing to continue their support of the Council in two ways: 1.) by renewing their memberships and 2.) helping to recruit those Reading Recovery professionals and advocates within their communities. If you know of a Reading Recovery professional who has not taken the opportunity to join the Council, please encourage him or her to do so. Joining is as easy as pulling up the Council website at **www.readingrecovery.org** or calling RRCNA's Membership Services Department directly at 614-292-1792.



Spring Membership Focus: Teacher Leaders and Site Coordinators

Although RRCNA membership numbers are steadily on the increase, nearly two-thirds of the more than 18,000 active Reading Recovery teachers in North America have yet to join the Council. Likewise, of the 629 active Reading Recovery site coordinators, only slightly more than fifty percent are Council members. In light of these statistics, the primary focus of the Council's spring membership effort will be to bring these prospective members on board.

Beginning in early April, two mailings will be launched. The site coordinator communication will include a letter from RRCNA Board members and site coordinators Mary Jackson and Patty Hubbard, sample Council newsletters, and a membership brochure. The teacher leader mailing will consist of an informative update on the Council's activities with regard to Reading Recovery advocacy on the local, state and national levels.

Another purpose of this mailing will be to solicit the assistance of teacher leaders by again asking that they provide the Council with teacher training class rosters. During the summer months, RRCNA staff will utilize the rosters by transposing the names and addresses of all non-members into the Council's "prospective member" database.

Subsequently, the Council's fall membership campaign will focus on these new Reading Recovery teachers as well as the approximately 10,000 established Reading Recovery teachers in North America who have yet to join the Council. Thank you in advance to teacher leaders for helping the membership recruitment effort by providing the Council with teacher training class rosters.

Web Site Update www.readingrecovery.org

The Council's web site – **www.readingrecovery.org** – continues to add new features. Now you can order all the Council's printed products through the web site's secured credit card process.

New articles have been added to the Reading Recovery section of the site, and updates to the Standing Committees' Section are underway.

Keep watching the site for new information and ideas about Reading Recovery. Add your suggestions via email to the Council. We welcome your participation in making the site provide the information and functions you want and need.

Development Director Is Hired

Mary Keating, Ed.D., joined the Reading Recovery Council of North America staff on March 15, 1999. Mary comes to the Council with a breadth of experience in education. She has taught elementary school music, served as a district level administrator, and directed programs at the collegiate level. More recently she served as a development officer at Dowling College, Oakdale, NY, and as an educational consultant to schools in Florida and community cultural programs on Long Island.

In her role as Director of Development with RRCNA, Mary will work with the Board of Directors and the Board's Development Committee to establish a fundraising program for the Council. She will focus on programs that can be funded through corporate and government grants as well as development of the individual donor base for the Council.

Mary's work will help to extend the programs and services of the Council on behalf of members. With the Board's commitment to maintain dues at the same level as they have been since the Council was established, the Director of Development will help to provide resources for program expansion without dues increases.

Watch for Mary's communications in future issues of *Council Connections*.

Advocacy for Reading Recovery

The Council's *Grassroots Advocacy Handbook* is an excellent accompaniment to the *Reading Recovery Review*. The *Reading Recovery Review* provides the information you need to advocate for Reading Recovery and to answer frequently asked questions about Reading Recovery. The *Grassroots Advocacy Handbook* provides information about how to get the word out to the people who make decisions about Reading Recovery at the local school board level, at the state education agency and legislative level, and at the federal department of education and congressional level.

The Council is using some of the strategies described in the *Grassroots Advocacy Handbook* to work on behalf of Reading Recovery at the national level. Past President Gay Su Pinnell and Executive Director Jean Bussell have been visiting policy makers and policy influencers in Washington over the past several months. Meetings have been held with representatives of Senator Kennedy, the team leader at the Department of Education for the Reading Excellence Act, representatives of the National Institute for Literacy, and a representative of the National Institute for Child Health and Development. In addition, the Council has provided copies of the *Reading Recovery Review* to members of the National Reading Panel, to all participants of the National Reading Summit, and to all state governors and chief state school officers.

The Council will continue this work on behalf of Reading Recovery at the national level and will assist you at the state level as needed.

Job Opportunities: Also at www.readingrecovery.org/es/positions.htm

Teacher Leader
Fairfax County Public Schools
Fairfax, VA
Contact: Stephanie Bisson - 703-846-8641

Teacher Leader
Anne Arundel County Public Schools
Annapolis, MD
Contact: Dr. Leigh Reid
410-222-5061 or 800-538-8258

Teacher Leader and Teacher
Hampshire Educational Collaborative
Northampton, MA
Contact: Jone Messmer - (413) 586-4900

Teacher Leader
Northwest Vermont Consortium
St. Albans, Vermont
Contact: Dr. Daniel Kueij - 802-524-4321

Teacher Leader
Iowa City Community School District
Iowa City, IA
Contact: Ann Seldmahn - 319-339-6800

Teacher Leader
Capital Region Education Council
Hartford, CT
Contact: Marie DeAngelis - 860-524-4040

Teacher Leader
Buena Vista Elementary School
Walnut Creek, CA
Contact: Pat Garrett, Principal
925-934-8498
Email: PGarrett@bve.wcsd.k12.ca.us

Classroom Connections

Answers to Frequently Asked Questions About Interactive Writing

Justina Henry and Barbara Joan Wiley
Literacy Collaborative, The Ohio State University

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

The Literacy Collaborative is a long-term professional development program designed to provide a comprehensive school-wide approach to literacy instruction in the primary grades. The Literacy Collaborative developers

- provide a framework for literacy lessons that build connections between reading and writing,
- support local capacity by training a building-level literacy coordinator, and
- require that the safety net of Reading Recovery be available for children in the first grade who are at-risk of reading failure.

The Literacy Collaborative framework consists of eight elements. Four of the elements focus on reading: reading aloud to children, shared reading, guided reading, and independent reading. Also, there are four contexts for writing: shared writing, interactive writing, writing workshop, and independent writing.

Interactive writing is a term coined by a research group of faculty members from The Ohio State University and teachers from Columbus Public Schools, Ohio. The group examined Moira McKenzie's (1985) work in shared writing and enthusiastically adopted the approach as having power in helping children understand the writing process. They varied the approach with a "share the pen" technique that involved children in contributing individual letters and words to the group writing. As more and more teachers have tried the technique in their classrooms, they have generated a plethora of questions that they want answered. Hopefully, this article will address their needs.

What is interactive writing?

During an interactive writing experience, the teacher and students jointly compose and write a message. The purpose is to develop children's understanding of the writing process, concepts about print, and functions of written language. Interactive writing also helps emerging readers and writers learn about letters and how words work.

What happens during the interactive writing experience?

The children and teacher discuss a shared classroom experience and then determine a purpose for writing. For instance, after listening to a rereading of a familiar story, the class may decide to retell the story in a class-made book. The teacher and children gather close to an easel, discuss their ideas, negotiate the text, and share the pen to write a few sentences on chart paper. With a clear view of the print, the children are able to notice and discuss features of the letters and words as the text is written. The writing of a single text may take a few days.

During the lesson, the teacher and children engage in a discussion of the content of the text and how to write the words. The teacher responds to the children's instructional needs by taking opportunities to teach letter formation, writing and reading vocabulary, and strategies for hearing sounds in words. The teacher often demonstrates the teaching points on a white-board or Magna-Doodle.

What do I need to get started?

Interactive writing takes place in an area that is as well engineered as the dashboard of an expensive automobile. Everything that could possibly be needed during a lesson is at hand. The teacher can easily grab what she needs, or point to and touch a chart she wants to use as a resource.

The children sit on a rug facing the teacher who is sitting in a chair next to an easel that is wide enough to hold a large piece of chart paper. This wide paper offers enough room for children to write three or four words on one line of text. This reinforces the learning of the early literacy behaviors of left-to-right directionality, one-to-one matching, and return sweep. If the paper is too narrow and only two words fit on a line, then the children might think that the writing is laid out more like a list rather than a line of print across one page.

The teacher has black, pointed markers that are easier for children to see and use than colored ones with angled tips. She has materials that she can use for demonstrating such things as proper letter formation, analogies in spelling, and checking to see which word looks right. She may prefer to use whiteboards and dry erase markers, a Magna Doodle, miniature chalkboards and chalk, or wipe-off boards and wax crayons. She has fix-it tape to use to correct errors.

Nearby, within arms' reach, are a variety of reference charts the teacher and the children can use. For example, the teacher may have a name chart of the children's names listed in alphabetic order, an alphabet chart with pictures of items that begin with the corresponding initial letter, and a pocket chart filled with high frequency words. She has pointers of various lengths to use when rereading texts or when searching for letters, words, and punctuation.

As the children change in their ability as writers, the teacher's tools will vary as well. For example, the charts will look different. Name charts in classrooms with emerging writers will have

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first names only. As their writing develops, they will need name charts with first and last names so that they can learn to make more connections to more chunks and blends.

Why do capital letters appear in the middle of words in some interactive writing products?

Emergent writers are more familiar with capital letters. Maybe because these are the letters they see more frequently in the environmental print which surrounds them—advertisement marquees, headlines in newspapers, book titles, and products in the grocery store. Also, their parents or their pre-school teachers may teach them to write their names in all capital letters because lines are easier to make than curves and circles. Consequently, some children come to school knowing just capital letters. Their teachers accept and build on these strengths. For instance, Robert may come up to the easel and write a capital R in the word *tuRtle* because he knows R from his name. The teacher will celebrate his contribution which encourages engagement and risk-taking, supporting further learning. However, when children begin to notice more features of letters while reading lots of little books, then the teacher's expectations will change and she will encourage them to make the shift to lowercase letters within words in their writing.

Are the children's feelings hurt when fix-it tape is used to correct their errors?

The evaluation of products as being right or wrong is a learned behavior. Classrooms that look at learning as a problem-solving process believe that learning occurs when children are making mistakes as well as when children are producing accurate work. In these classrooms, fix-it tape is a helpful tool that writers need—not something that covers up an embarrassment. How teachers sensitively respond to errors shapes how children evaluate their products. For example, Kindergarten teacher, Sharon Esswein, and her students wrote a retelling of the folktale, *Henny Penny*. In this story a hen is hit on the head with an acorn. She thinks that the sky is falling and goes to tell the king. On her way she meets many animals who join her. The foolish animals are eventually joined by a fox who leads them to his den and cooks them for his family's dinner.

The following example illustrates that the teacher (Esswein) has conveyed to the children that their role is to be problem-finders and problem-solvers. Noticing one's errors and fixing them are integral parts of their learning together. Cody (student) notices that the letter formation of the N a classmate has written is not quite right.

Cody: I'm worried about something.
Esswein: What are you worried about, Cody?
Cody: It's not right down here.
Esswein: Oh, you were thinking that line should go down to the bottom. Brian, can we try? He's worried that that line needs to go down to the bottom. Would that be OK? Let's help Brian fix it up. Start right here and go clear down there. Great. You made it touch here. Can you make it touch up there? Thanks.

How does the teacher decide who will share the pen?

Teachers observe their students as they are reading and writing and take notes so that they will remember what is easy for their students and what presents a problem. They assess their students periodically so that they will know what their children control and what their children need to learn next. In this sense, teachers select children to share the pen during an interactive writing lesson for a variety of reasons. Their objective may be to reinforce the learning a child is taking on, to solidify some new learning that a child has almost mastered, or to get feedback on their teaching. What a child does while writing allows the teacher to see whether she needs to reteach, or confirm and praise a particular skill or strategy. For a example, see the section entitled, *Building a Snowman*. In this statement, Esswein reflects on how she used her knowledge of individual students' strengths and needs to make powerful teaching decisions. She had designed a task for the group as a whole, but within that, she was thinking about individual learners. Esswein's story illustrates the multilevel learning that is possible in the interactive writing context. In the context of writing a meaningful message, she was able to:

- Provide a model and practice for Tiffany in establishing word-by-word matching in reading.
- Engage Megan in the task of writing.
- Support letter learning for Wesley, Tiffany, and Cody.

continued on next page

Interactive Writing in Kindergarten: Taking Care of Classroom Pets

Sharon Esswein

In Sharon Esswein's kindergarten classroom, Etna Road School, Whitehall, Ohio, the students wrote a list of rules for taking care of the classroom pet turtles. One rule the children wanted to write was *Don't turn the turtles upside down*. When it was time to write the word *Don't*, Sharon prompted the children to say the word slowly and analyze the sounds they heard. They heard the *D* and one child was invited to the easel to write the letter. They were able to hear the *t* when they said *don't* slowly a few times. Sharon filled in the other letters.

Sharon helped the children learn to make connections by linking the next word, *turn*, to a student's name. She said, "Say *turn* slowly. *Turn*...*Tonia*. They begin the same, don't they?" She then pointed to Tonia's name on the name chart hanging nearby. The children were accustomed to using their classmates' names listed on the chart to make links from what they know to what they were trying to spell and write. The next word, *the* was a known word and was written very quickly by one student.

Engagement in interactive writing offers children many opportunities to learn to spell and write high frequency words. Many of Sharon's kindergartners learned *the*, *I*, *we*, and other core words during the first weeks of school. Sharon and her students finished writing the sentence, talking about how to spell and write the words while simultaneously thinking about the meaning of the message they were creating.

- Support learning of high frequency words for Joey.
- Extend the learning about how words work for Jessica and Katy.
- Help Antone develop the concept of using space between words.

It is obvious that the experience, levels, and needs of members of her class were different; yet, the activity was one in which they all participated. Members of the group had a chance to learn appropriate skills during the instructional conversation of the lesson.

How can I extend the word study that emerges in interactive writing lessons to other parts of my program?

To promote further learning, the teacher can extend the study about words to the literacy centers. For example, in Esswein's classroom the children discussed the *ing* chunk as they wrote about what they wanted to do when their third grade buddies came for a visit. Esswein's mini-teaching point helped the children notice how *ing* can be used in *looking*, *going*, and *reading*. As they talked, she wrote these words on chart paper. Later that day, Esswein transported the chart to the ABC center and the children used it as a resource as they made two or three *ing* words with magnetic letters at center time. The next day she placed it in the writing center and the children used it as a resource as they wrote invitations to their buddies.

How can I learn more about interactive writing?

To learn more about interactive writing, see

Button, K., Johnson, M. J., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher, 49*(6), 446-454.

McKenzie, M. G. (1985). Shared writing: Apprenticeship in writing. *Literacy Matters (1 & 2)*. ENG.: Idea Center for Language in Primary Education.

Pinnell, G. S., & McCarrier, A. (1994). Interactive writing: A transition tool for assisting children in learning to read and write. In E. Hiebert and B.

BUILDING A SNOWMAN

Teacher Decision Making:
Acting on Student Knowledge
Sharon Esswein

Sharon Esswein describes her thinking process during an interactive writing lesson with her kindergartens.

I would like to talk with you today about a piece of interactive writing that we did in my kindergarten class. We are in mid-January in Columbus, Ohio, so we are sort of in the middle of a lot of cold weather. We have been reading lots of books related to snow. We have been writing directions about how to make a snowman. We had already written three directions. So far we had written:

1. First make a big ball.
2. Then you make a medium ball.
3. Make a small ball for the head.

Today we were going to write the fourth direction. So we started the lesson by rereading the directions we had written on previous days.

I choose a boy named Brandon to point to the text as the class read it together with him in a shared reading activity. I picked Brandon because I knew he would be a good model. He could easily point to the words as we read them. I also knew that it was important for us to remember what we had written so far so we could think about what might logically be the next step in making a snowman.

I then choose a little girl named Tiffany to do the one-to-one pointing as the text was read a second time. I choose her because she was a new girl in our class, and after observing her for a week, I didn't think she had one-to-one matching. But because she was very eager to try I decided this would be a good time for me to assess her on this early strategy. When I put the pointer stick in her hand I could tell by her body language that she really wanted to do it by herself. But, as she began pointing, I realized that she was moving all over the page. That was when I gave her the additional support she needed by guiding her hand with mine.

We then began talking about what we needed to do next to make a snowman. I said, "What needs to go next? We have the three balls now." The first person I called on said we needed to add sticks for the arms. I got a lot of other ideas from children who had their hands raised. I was trying to engage everyone in the group by calling on as many children as time and interest would allow. The last little girl I picked was Megan. Megan is a child I need to pull in to a lesson right away. If I don't she loses interest in the task at hand. She said, "What about the boots?" I told her to keep that idea in her head. I want her to know that it was an important idea and that we'd need that sometime in our writing.

The text that we decided to write was:

4 Put two sticks for the arms.

For the first word *put*, I choose Wesley to come up to write the *t*. Wesley is working really hard on letter identification and during his guided reading lesson the previous day we had worked on the letter *t*. We had read *Huggle's Breakfast* and we had worked on the *t* in telephone. I said, "Wesley, come on up. We're going to make that *t* we worked on yesterday." I tried to make that link for him. I asked him, "Wesley do you remember when we made that word that started with a *t*? Remember what Huggles ate?" He said, "The telephone." "You remember the *t* ?" I asked. He thought he did. He put the first stick down and then went on to make something that looked more like an *E* so, we used the correction tape. At this point, I knew that he needed a little more support so I said, "Wesley you already have the stick down, good job. Now all we need to do is put a cross on it." He was able to do that. I told him, "You make a *t*." Then I asked, "Wesley, what did you just make?" He said, "A *t*." What's important here is that I'm getting him to say the letter as well as to write it.

I had Jessica make the word *two*. Jessica is a high progress student who is working on some beginning words. When I asked about the word *two* somebody spelled T-O. So we talked about the different ways to write the word *two*. I choose Jessica because I knew it would be valuable for her to be able to write the word that says *two* and to talk about all of the three ways to write that word—T-O, T-O-O, and T-W-O.

Before we wrote the word *sticks* I asked the class, "Did Jessica leave a space on her own because she didn't have anybody come up and help her make one?" One little boy, Antone, said, "No, I don't think she did." So I asked Antone to come and put in the next space with his hand. Before he did I asked him to show me where Jessica had left a space. I said, "Put your hand in there. Now, you put the next space." That stretched Antone with what he needed to know as far as the need for spacing between words.

For the next word, *sticks*, I choose Katy. Katy was working on word endings. After she had written the first part of the word, I said, "Katy what else do you hear?" She didn't hear anything. So, I asked her to say the word *sticks* slowly and listen for the sound at the end. She still didn't hear anything. So, I said, "Listen for the sound at the end as I say the word slowly. Then I said the word and stressed the last sound. Katy said, "I hear an *s*." My prompts became more and more specific until she was able to hear that final sound. So, with Katy, we were working with word endings.

I had Kristen who was working on known words write the word *for*. At the same time I had Tiffany come back up and show me the two *f*'s in her name on the name chart. At the same time Kristen was writing a word, I was reinforcing for Tiffany the names of the letters in her name

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BEST COPY AVAILABLE

News From the States

Council Members Gather at Conferences

Reading Recovery Council members joined together to discuss Council activities in conjunction with state and regional conferences during the winter of 1999.

In Greensboro, North Carolina, at the **Southeast Regional Reading Recovery Conference**, Council Board members met with two dozen members to discuss a wide variety of concerns and interests. Topics included development of new texts for testing for discontinuation of students (a long term but potential project!), development of a sponsored chat room on the web site for discussion of issues of interest to Council members, Reading Recovery as a prereferral alternative, the twenty week limit on Reading Recovery lessons, and Reading Recovery and English as a Second Language results.

At the **Michigan Reading Recovery Conference**, Council representatives met with representatives of the Michigan Council to clarify misunderstandings about the Michigan Council's membership and governance structure. This meeting led to the RRCNA Board's approval of the Michigan Council as an affiliate membership organization.

In **Illinois**, Executive Director Jean Bussell, Vice President Cliff Johnson, and Secretary Maribeth Schmitt addressed the conference attendees at the Monday luncheon. They provided updates for Council activities and invited attendees to join or renew their memberships in the Council.

The Council was represented by Executive Director Jean Bussell at the **Arkansas Reading Recovery Conference** in Little Rock. This was the first time that the Council staff had participated in the Arkansas Conference. A very warm welcome was received.

In California President Billie Askew, Past President Joetta Beaver, Secretary Maribeth Schmitt, and Executive Director Jean Bussell updated Council members at the annual meeting of Reading Recovery Council members held in conjunction with the **West Coast Reading Recovery Conference**.

State Legislatures Provide Resources for Reading Recovery

Several states have continued their tradition of funding for Reading Recovery or have initiated new funding. The following list is provided for your information. Please update the Council office if your state funds Reading Recovery and is not listed below.

Indiana: Early intervention reading programs are funded at $8 million for the biennium, and use Reading Recovery as an example of one exemplary early intervention program.

Kentucky: Recent legislation provides $100,000 for training a trainer for University of Kentucky and $75,000 for three existing teacher training sites to expand their training capacity; establishes a Collaborative Center for Literacy Development at the University of Kentucky; creates a program of "Early Reading Incentive Grants."

Maine: $800,000 to $1.6 million per year, depending on a variety of education variables, funds Reading Recovery for some of the costs of a teacher leader site, some of the costs for the university training center, and some of the local school district costs.

Massachusetts: $1 million per year funds grants to cities, towns, or regional school districts for early intervention individual tutorial literacy programs designed as a pre-special education referral, short-term intervention for children who are at risk of failing to read in the first grade, provided that said programs are research-based with proven long-term results, identify students in need of additional help no later than mid-first grade, train and provide ongoing training and support to program teachers, and include ongoing documentation and evaluation of results.

Nebraska: Funds are allocated for Reading Recovery by the state from Goals 2000 ($168,000 per year) and from Educate America Grant ($298,000 over three years).

Ohio: Line Item 200-551 Reading Improvement Fund is used to support the Reading Recovery training network and grants for other pilot reading programs. Twenty per cent of the funds are used to continue and/or expand the phonics demonstration project. ($1,666,133 per fiscal year.)

South Carolina: $980,000 in state funds is available to support statewide planning and administration, the state's university training center, and teacher training sites for training teacher leaders and teachers as well as for site operating expenses.

RRCNA 1998-99 Program Standing Committees

Training Advisory Committee

Irene Fountas, Chair
Lesley College
Center for Reading Recovery

The Training Advisory Committee met at the National Reading Recovery Conference to discuss projects and issues referred to the Committee. Discussion topics included the need for specific videotapes in English and in Spanish for use by teacher leaders.

Members have requested that the trainers and the Research Committee review the testing packet in terms of its use in discontinuing Reading Recovery service to children and in collecting data.

Effective monitoring programs for children who are discontinued is a concern, and the committee is advocating for specific individuals to write about their models for Council publications.

Several issues regarding training were referred to the trainers for further discussion:

- hardest to teach children
- linking sound sequence to letter sequence
- familiar reading as it changes over time
- using records to inform teaching

Technology Subcommittee

Peg Gwyther is turning over her chairperson responsibilities to Craig Ausel, teacher leader from Lancaster, Pennsylvania.

Book Subcommittee

In English, the primary goal is to purge the list of inappropriate selections and relevel books as needed. A new set of books is under review for both English and Spanish for a new list in 2000. You are reminded that the book list is only a guide and that you should make use of new books with careful assessment of supports and challenges at a level.

You are encouraged to submit suggestions or issues for discussion to the Training Advisory Committee care of Irene Fountas. (See Address in middle of next column).

Committee Members:

Nancy Anderson, Texas Woman's University, Denton, TX
Sheila A. Assad, Stone School, Fall River, MA
Kenny Contreras, Worcester Public Schools, Shrewsbury, MA
Linda Dorn, University of Arkansas, Little Rock, AR
Laurel Dubois-Sidor, Daisy Elem. Schl., Loris, SC
Sue Duncan, New Zealand
Margaret Engisch, Toronto DSB, Scarborough, ONT
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Margaret Peg Gwyther, The Ohio State University, Columbus, OH
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Sue Hundley, Lesley College, Cambridge, MA
Susan Lynaugh, East Central VT Consortium, Saint Johnsbury, VT
Patricia Martin, Jamaica Plain, MA
Jeanette Methven, California State Univ., Fresno, CA
Paula Moore, University of Maine, Orono, ME
Judith Neal, California State University, Fresno, Fresno, CA
Maribeth Schmitt, Purdue University, West Lafayette, IN
Joe F. Yukish, Clemson University, Clemson, SC

Standards and Guidelines Committee

Noel Jones, Chair
University of North Carolina-Wilmington

The revised Standards and Guidelines document has been printed and distributed. The next task of the Committee is to advise the North American Trainers Group and the RRCNA Board on strategies and procedures for monitoring the implementation of standards and guidelines. The Standards and Guidelines Committee will be working in collaboration with the Implementation Committee of RRCNA and the North American Trainers Group on this issue. One vehicle that is being seriously considered is self-report on compliance with standards and guidelines as part of each site's annual report.

Other tasks of the Committee over the coming year will include: (1) collaboration with the trainers in the development of a teacher leader registry; (2) adoption of a code of ethics for all Reading Recovery personnel similar to the RRCNA code of ethics appended to the *Standards and Guidelines*; (3) work with Research Committee on research projects related to standards and guidelines issues; and (4) service as a clearinghouse for standards and guidelines issues, collecting comments and issues and referring these to the Trainers Group and/or the RRCNA Board of Directors along with any recommendations of the committee.

Committee Members:

Mary Boehnlein, John Muir Elementary, Berkeley, CA
Karen Dormand, Kirkersville, OH
Rose Mary Estice, The Ohio State University, Columbus, OH
Margaret Gleussner, Argyle, New York
Patricia Hubbard, Forest Hills Cincinnati, OH
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Harriet Morgan, Tift County, GA
Yvonne Rodriguez, Texas Woman's University, Denton, TX
Lee Skandalaris, Oakland University, Rochester, MI
M. Trika Smith-Burke, New York University, NY
Dianne Stuart, Canadian Institute of Reading Recovery, Toronto, ONT
Nancy Todd, Caribou, ME,
Sherry Warren, Norfolk, VA
Ellie Washington, Grand Prairie, TX,

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RRCNA 1998-99 Program Standing Committees (Continued)

Garreth Zalud, University of South Dakota, Vermilion, SD

Former members and many continuing members of this Committee deserve great credit for their hard work in completing the revision of the Standards and Guidelines.

Development Committee

Lee Skandalaris, Co-Chair, Oakland University, and Barbara Schubert, Co-Chair, St Mary's College

The Development Committee met in Columbus, Ohio on February 7, 1999. Needs and issues were discussed and included such things as public relations, dealing with changes in administrations, criticisms that need to be dealt with, collaboration among Reading Recovery teachers and classroom teachers, and the need to develop "sound bytes" for use by Reading Recovery personnel.

It was agreed that there is a need to publish longitudinal research on children who were in Reading Recovery and how they performed on standardized tests. There should be packets of "ready-made" overheads, statistics, and personal stories of Reading Recovery success stories, along with current thinking and research on Reading Recovery itself.

Political forces and the military are major factors to consider when looking at the place of Reading Recovery in an educational system. It is hoped that with the Director of Development in place for RRCNA the planning done by the Development Committee can pave the way for the expansion, the extension, and the continued success of Reading Recovery nationwide.

Committee Members:

Billie J. Askew, Texas Woman's University, Denton, TX
Joetta Beaver, Upper Arlington, OH
Diane Dunn, Columbus, OH
Jannie Jensen, Falls Church, VA
Clifford Johnson, Georgia State University, Atlanta, GA
Douglass Kammerer, Marion, OH
Jeanne Lemire, DoDDS, Okinawa
William Lynch, Rancho Santa Fe CA
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Cheri Slinger, Upper Arlington, OH
M. Trika Smith-Burke, New York University, NY
Sybil Yastrow, Scottsdale, AZ

Research Committee

Patricia Kelly, Chair, California State University-San Bernardino

On September 23, 1998 members of the Research Committee, with M. Trika Smith-Burke, Gay Su Pinnell, and Maribeth Schmitt met with Tony Bryk and David Kerbow of the University of Chicago to discuss ideas for research studies at the national level. Four broad studies were outlined during the discussions and will be undertaken in the near future.

Study 1—*Effects of Reading Recovery Instruction for Grade 1 Students.* This study will address the question: What is the effect of Reading Recovery instruction on the literacy learning of the lowest achieving students in the Grade 1 cohort?

Study 2—*Benefits Study.* The question addressed in this study is: What are the long term benefits (cost benefits and other benefits) of Reading Recovery? This study will examine factors such as retention rates, special education referrals and special education placements for schools with Reading Recovery implemented at varying levels.

Study 3—*Effect on Achievement Profile.* The question asked in this study is: What is the effect of Reading Recovery on the achievement profile of a school? This study will examine the achievement effects on schools that have comprehensive Reading Recovery of high quality and adequate classroom instruction, as well as schools that have dropped Reading Recovery.

Study 4—*National Data Collection From New Scan Forms.* A variety of questions are being developed from the new scan forms including some of the following: How are achievement gains linked to characteristics of students and level of teacher experience? What characterizes sites that are getting the greatest gains and the weakest gains? What teacher and teacher leader factors result in the most effective programs?

In addition to these four studies, Chuck Achilles is proceeding with the synthesis of several small longitudinal studies that have been collected from sites throughout the United States. It is expected that several manuscripts may result from the synthesis. The Research Committee will have final approval on manuscripts before they are submitted for publication.

Members of the Research Committee were involved in reviewing poster session proposals for the Leadership Academy in San Antonio in April 7-10, 1999. Several districts shared the results of research regarding their implementation of Reading Recovery.

Development of guidelines for self-evaluation of local programs is underway in order to assist districts in evaluating their Reading Recovery programs. Billie Askew is working with a committee to develop guidelines for districts to use in the evaluation process. The outcome of this committee's work will be the preparation of a handout for teacher leaders at the Teacher Leader Institute in June.

The 1998-99 Research Committee is composed of fourteen members, representing the various constituents of the Reading Recovery Council of North America.

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RRCNA 1998-99 Program Standing Committees (Continued)

Committee Members:

Billie J. Askew, Texas Woman's University, Denton, TX
Wayne Brown, San Luis Coast USD, Los Osos, CA
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Sue Stadler, Purdue University, West Lafayette, IN
Patti Zuniga Starnes, Smalley Academy, New Britain, CT
Leslie Yerington, Johnson Schl., El Cajon, CA

We want to thank the following retiring Research Committee members for their service to this committee during the past three years: **Natalie Frankenberg** of Champaign, Illinois, **Daryl Morrison** of New Brunswick, Canada, **Thomas Sherwood** of Littlestown, Pennsylvania, and **Jan Wolz** of Bellvue, Washington.

PUBLICATIONS AND COMMUNICATIONS COMMITTEE

Mary Anne Doyle, Chair, University of Connecticut

At this year's annual Committee meeting, participating members reviewed the status of our efforts relative to the Council's Strategic Plan in relation to maintaining high quality publications for the RRCNA membership, to supporting the publishing efforts of other standing committees, and to developing our World Wide Web site. Both current accomplishments and future directions were discussed.

In regard to our four periodic publications, each editor shared a description of her goals relative to the respective publication. Primary concerns are publishing informative issues reflecting the interests of all constituent groups within RRCNA (e.g., DLL members, Canadian Institute members, partners, etc.) and maintaining high quality products.

The Committee is pleased that these publications are highly regarded by our membership. Specifically noted was the well received article, "Keeping the Processing Easy at Higher Levels of Text Reading" by P. R. Kelly and J. C. Neal in the Fall 1998 *The Running Record*. Likewise, the Committee is very excited that our journal, *Literacy Teaching and Learning: An International Journal of Early Reading and Writing* has benefitted from both the strength of an extensive, scholarly Editorial Review Board and the submission of articles from a wide range of researchers and authors. All of these developments are due to the outstanding efforts of our editors.

Our discussion of future directions focused on ways to secure submissions of articles from a broader range of RRCNA members. One exciting recommendation from the Research Committee is to include a column sharing relevant research in each issue of *Council Connections*. Research Committee member, Wayne Brown, a Teacher Leader from California, has offered to write this column. This is a valued contribution.

The Committee's efforts to support the work of other RRCNA standing committees and to publish informative documents to advance understanding of Reading Recovery have resulted in the publication of four monographs. *Reading Recovery Review: Understandings, Outcomes, and Implications* has been distributed to all RRCNA members. We sincerely thank the five authors who produced this valuable monograph. They include Billie Askew (Texas Woman's University), Irene Fountas (Lesley College), Carol Lyons (The Ohio State University), Gay Su Pinnell (The Ohio State University), and Maribeth Schmitt (Purdue University). Because this monograph is so helpful in detailing essential information about Reading Recovery, in clarifying misconceptions about the program, in reviewing relevant research, and in responding to major challenges, it is anticipated that it will serve as a valuable public relations tool for communicating effectively to all interested parties.

A second publication is *Best of the Running Record*, a revised edition offering informative and valued articles from past issues of *The Running Record*. In total, 23 articles are included and are organized in the following five topics: Historical Perspective, Research and Rationales, Reading Recovery Training, Teaching for Diversity, and Teaching and Learning in Reading Recovery.

Other publications include a *Volunteer Literacy Manual*, a manual to guide volunteer efforts, and *The Grassroots Advocacy Handbook*, a document detailing both administrative and legislative processes and advocacy strategies.

Future efforts of this Committee include support to the Training Committee as it prepares an updated *Book List* and support to the Implementation Committee in publishing a revised *Site Coordinator's Handbook*.

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RRCNA 1998-99 Program Standing Committees (Continued)

Additional materials are expected from our other committees.

The Committee thanks Diane DeFord for her leadership in developing RRCNA's World Wide Web site. Visit our site at **www.readingrecovery.org.** The discussion of ongoing development of our site included the suggestion to post job opportunities for Reading Recovery teachers and teacher leaders, and this is being implemented. The Committee also discussed extending our service by establishing a Reading Recovery teacher list serve. This exciting option will be investigated.

In closing, I list the members of our Committee and the names and addresses of our editors. We welcome your participation and interest. If you wish to serve this Committee in any way, please contact me.

Committee Members:

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Membership Committee

Connie Thomas, Chair, Sunnyside Elementary School, Indianapolis, IN.

The Membership Committee of the Reading Recovery Council of North America met on Sunday, February 7, 1999. The membership committee discussed (1) current membership statistics, (2) the membership satisfaction survey, (3) membership retention / spring membership drive, (4) the IRA conference in San Diego, and, (5) the RRCNA Website.

MEMBERSHIP ISSUES: Julie Reeves reported that RRCNA has 9,311 members paid and current as of January 31, 1999. The Membership Committee discussed the Membership Satisfaction Survey that will be mailed to 9300+ members in the next few weeks. This survey will provide valuable information for addressing future membership needs. The Membership Committee brainstormed ideas for retaining current RRCNA members. Suggestions included the following promotional items: an RRCNA bookmark that would accompany the letter that asks for a renewal; a membership card; and a postcard with a dated sticker that should be attached to the membership card after the yearly renewal is complete. It was suggested that the back of the membership card should remind members of the services that RRCNA provides on a regular basis. It was also suggested that a column entitled "Legislative Update" should be included in all regular publications. This would make members aware of what RRCNA is doing for the membership as far as advocacy is concerned. RRCNA staff members are planning a spring membership recruitment mailing to teacher leaders. This mailing's primary purpose is to recruit teachers-in-training for RRCNA membership.

IRA CONFERENCE: RRCNA again will have a booth in the exhibit hall at the International Reading Association Conference in San Diego. Teacher leaders in the San Diego area will help organize that effort. Joetta Beaver will conduct a Reading Recovery awareness session at the conference. Gay Su Pinnell will speak at the Council's Co-sponsored meeting.

WEBSITE: The Membership Committee discussed ideas for further development of our website. Suggestions included members being able to "look up" when their memberships expire, members being able to change their addresses, sites, etc., via e-mail on the website.

The next RRCNA Membership Committee meeting is scheduled for Saturday, June 5, 1999, from 6:00-8:00 PM following the Teacher Leader Institute in New Orleans, LA. Committee members should mark their calendars!

Committee Members:

Craig Ausel, Smoketown Elem., Lancaster, PA
Lynne B. Brandenburg, Teacher, Earl Hanson, Rock Island, IL
Harry Brown, Scarborough, ONT, Canada
Jill Richards, Huntertown Elementary, Huntertown, IN
Julia Teal, Orlando, FL

continued on next page

RRCNA 1998-99 Program Standing Committees (Continued)

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IMPLEMENTATION COMMITTEE

M. Trika Smith-Burke, Chair, New York University

This implementation report is organized according to the goals and tasks of the Strategic Plan for RRCNA that describe the functions of the Committee.

1.&2. (1) Initiate articles/publications about Reading Recovery Implementation. (2) Serve as a clearing house for articles/publications about Reading Recovery implementation.

A) A new publication which had been anticipated, *The Best of the Network News*, has been put on temporary hold so that it can be considered further by the committee. The publication was to include reprints from past issues of *Network News* presents a challenge. Since a great deal of the thinking about implementation has changed in the last few years, the question is: Are there enough quality articles which fit with the revisions of implementation policy as articulated by Clay to create a new publication? This was reviewed and discussed at the Implementation Committee meeting in February as well as by the Chair of the Publications Committee.

B) Marie Clay was approached to see if she might be willing to publish a collection of her articles on implementation in a monograph to be published and distributed by RRCNA. She has tentatively said she would be willing to discuss this possibility. The Committee discussed this topic at the Implementation Committee Meeting in February.

C) An article on the impact of Project Read on Reading Recovery in New York City has been solicited and recently submitted to *Network News* for publication. In addition, articles for case studies will hopefully be forthcoming from some of the poster sessions from the Leadership Academy in April.

3. Initiate activities/events related to Reading Recovery implementation.

A) The Second North American Leadership Academy features three keynote speakers: Marie Clay, Researcher and Educator, Professor Emeritus University of Auckland, New Zealand; Uri Treisman, Professor and Director of the Charles A. Dana Center for Educational Innovation at the University of Texas at Austin; and Peter Hill, Professor of Education and Director of the Centre for Applied Educational Research, The University of Melbourne, Victoria, Australia. Four workshop strands focus on a) implementation, b) research, c) building ownership, and d) communication. Throughout the Academy participants will work to produce a Reading Recovery implementation action plan for their home schools and/or districts.

B) Cliff Johnson is continuing to work on revising the Site Coordinators' Handbook with the assistance of Mary Jackson.

4 & 7 (4)Serve as a clearing house for activities/events related to Reading Recovery implementation. (7) Participate in activities related to the use of the National Data Evaluation Center to describe implementation factors.

Members of the Implementation Committee have worked on the committee which has developed the new scan form. The new form will provide valuable information on topics such as missed instructional time, retention and referrals to special education. This information will be presented both at the Leadership Academy and the Teacher Leader Institute.

5 & 6 Initiate research activities related to Reading Recovery implementation (6) Serve as a clearing house for research activities related to Reading Recovery implementation.

A) Several members of the Implementation Committee took part in a meeting of the Research Committee with Tony Bryck and David Kerbow to design research modules which can be used by schools and/districts implementing Reading Recovery to examine the effectiveness of their implementation of Reading Recovery. When completed these modules will be made available through RRCNA.

B) Peter Hill will conduct a session for the trainers discussing his perspectives about research on Reading Recovery on Thursday evening of the Leadership Academy. He will address issues of design, methodology and analysis.

8 & 9 (8) Provide mechanisms for collaboration with key constituents, both inside and outside Reading Recovery. (9) Assist in working within social and political contexts affecting Reading Recovery implementation.

A) M. Trika Smith-Burke testified on behalf of RRCNA before a panel of representatives from the National Reading Panel, held in New York City, and an expanded paper was submitted.

B) In the fall a representative of RRCNA attended the America Reads Conference in Washington D.C. which launched the publication *Preventing Reading Difficulties in Young Children*, the report from the Committee on the Prevention of Reading Difficulties in Young Children, National Research Council, chaired by Catherine Snow (Harvard University), sponsored by the National Academy of Sciences.

C) An initiative to determine what the most pressing implementation issues across the country are will take place next year with several focus groups of teacher leaders from different parts of the country.

Committee Members:

Billie J. Askew, Texas Woman's University, Denton, TX
Rebecca L Christian, McCoy Elem., Carrolton, TX

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RRCNA 1998-99 Program Standing Committees (Continued)

Cynthia B. Elliott, Teacher Leader, Southeastern Louisiana Univ., Hammond, LA
Mary Jackson, Fort Bend ISD, Sugarland, TX
Clifford I. Johnson, GSU - Early Childhood , Atlanta, GA
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Dianne M. Stuart, Canadian Institute of Reading Recovery, Toronto, Canada

Descubriendo La Lectura An Overview (continued)

on the RRCNA board also serves as the chair of the DLL Standing Committee. Members of the DLL Standing Committee also participate on other Standing Committees.

This past February, the DLL Standing Committee met at the National Reading Recovery Conference held in Columbus, Ohio. The conversations that occurred among the committee members centered around implementation, training, and research. The implementation issues dealt with including DLL in the *Site Coordinator's Handbook* and dialoguing with trainers regarding language of instruction issues (immersion programs, dual language programs, etc.). Training concerns dealt with (a) who can train DLL teacher leaders and teachers, (b) application requirements, (c) who provides professional development for DLL teacher leaders when the training center does not have a DLL trainer, (d) what the bridging framework should encompass, and (e) developing training materials.

This year DLL will be involved with two research projects. One of the research projects pertains to the sustaining effects of former DLL students now in third and fourth grade. This project is being directed by Kathy Escamilla. The second research project deals with the reading texts used for assessment. Patti Starnes will be coordinating this venture.

This summer Texas Woman's University will be offering a "Bridging from Reading Recovery to Descubriendo La Lectura" course. The course will take place during June 8 through June 18, 1999. For additional information, contact Yvonne Rodriguez at (940) 898-2444 or write to P.O. Box 425769, Denton, Texas 76204-5769.

Committee Members:
Kathy Escamilla, University Of Colorado-Denver, CO
Diana Geisler, Denver PS, Denver, CO
Lorena Gregory, Roberto Clemente School, Newark, NJ
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Ed Vara, ESC Region 20, San Antonio, TX

Classroom Connections Continued from page 13

Taylor (Eds.), *Getting reading right from the start: Effective early literacy interventions*. Needham Heights, MA: Allyn & Bacon.

Wiley, Barbara Joan, (1999). The how and why of interactive writing. In I. Fountas & G. S. Pinnell (Eds.), *Voices on word matters*. Portsmouth, NH: Heinemann.

Authors' note

We would like to thank Sharon Esswein, kindergarten teacher and literacy coordinator at Etna Road Elementary School in Whitehall, Ohio, for providing the examples used in our article.

that she is working on learning.

Next, I asked the class who could write the word *the* for me. I know that quite a few could already do it but that some are still working on it. Joey eagerly raised his hand. I knew this would be something to work on with Joey. In my head, I didn't think he quite knew *the* yet. But, I thought that he might know a few of the letters and that he might get them switched around. This was a good time for me to do some on-the-run assessment. Joey came up and successfully wrote the word *the*. That was a lot of knowledge for me that Joey could write the little word *the* with no help.

I choose Cody to make the *m* in the word *arms*. Cody is working on letter identification. He already knows the letters in his name so I wanted to extend him even further to a new letter name. I asked him to come up to the easel to write the *m* for us. Then I asked him if he knew what the letter *m* looked like. He didn't so I guided him with verbal prompts as I wrote an *m* on the Magna Doodle. A Magna Doodle is a small magnetic chalkboard. I said, "We need to go down up, and down up, and down." So not only could he see it visually but I was also talking him through it as he successfully wrote the *m*. He was really proud of that.

That is just a quick summary of some of the teaching decisions I made during the writing of one sentence. These are by no means all of the decisions I made but just some that stuck out in my mind that I thought would be valuable to share.

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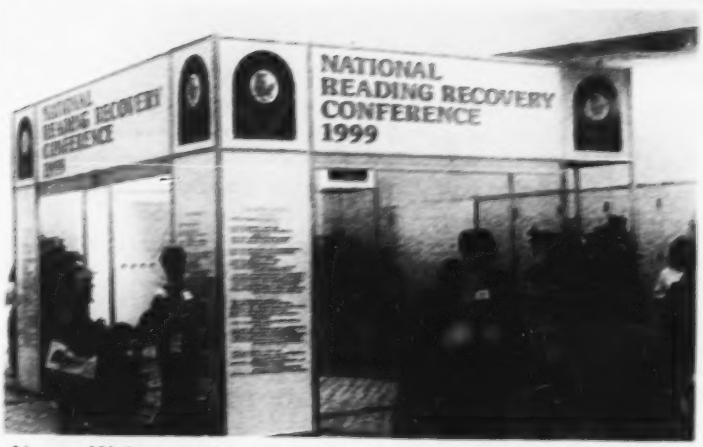
Work Hard / Play Hard

The National Conference was not all business and education. The Sunday evening party, sponsored in part by The Wright Group, featured a '50's "Rock 'n' Roll" theme with the dance hall set up like a high school gym, a soda parlor, and visits from James Dean, Marilyn Monroe, and Elvis.

Right: National Conference attendees visited the RRCNA Membership Information Table for enrolling, renewing, and gathering information about RRCNA.



Above: Welcome signs greet Conference participants into the keynote sessions.

Above: Phil Dirt and the Dozers performed live at the Sock Hop and transported the dancers down memory lane.

Above: Debbie Richardson, Reading Recovery Teacher, and Rebecca Musgrove, Special Education Teacher, from Spring ISD in Texas enjoy the '50's Sock Hop theme for the Sunday evening party. Thanks to Debbie Magoulick, Teacher Leader in Spring ISD, for supporting these bobby sockers!

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Reading Recovery in Canada Update

Aileen McCorkell and Glenda Eberlein, Teacher Leaders

Reading Recovery in the Yukon

Canada's Yukon territory borders the province of British Columbia and the state of Alaska. It is a land of rugged mountains, endless meadows filled with wild flowers and temperatures ranging from -75 F in January to 72 F in July. One time famous for the great gold rushes, today Yukon is gaining fame for its Reading Recovery program.

Reading Recovery was first implemented in Whitehorse in 1996 with the training of the first teacher leader. Although the human population of the Yukon is small, the area it covers is huge. Although the majority of the population lives in or near Whitehorse, the Government is committed to providing the program to all Yukon children who need this intervention. Due to the size of the territory it was necessary to train a second teacher leader last year.

The Yukon Reading Recovery Centre is located in Whitehorse and this year a satellite training centre was established in Carmacks, a community 180 kilometers north of Whitehorse, in order to make it easier to train teachers in the northern area. When teachers from the northern area are teaching lessons, the inservice sessions are held in Carmacks. When teachers from Whitehorse and Watson Lake are teaching lessons, the inservice sessions are held in Whitehorse. This helps to share the travel and reduces the distance that students coming to the session need to drive. It makes the longest one-way journey a mere four and a half hours.

Teacher leaders Aileen McCorkell and Grenda Eberlein, work together to cover the training of new teachers, visits to teachers, presentations to staffs, school councils and administrators. Travel for teacher visits to any community outside of Whitehorse requires one full day, and often two, so with two teacher leaders less teaching time is lost. Working together as a team is most advantageous in planning inservice sessions and continuing contact as well as for professional development. Both teacher leaders see this as an opportunity to build on each others' strengths as they move forward in implementing Reading Recovery in Canada's north.

Reading Recovery Council of North America Publications and Products Spring 1999

Advocacy Handbook (ADVHBK): The essential handbook for everyone who is interested in advocacy for Reading Recovery!.(Members $15.00 per copy; Non-Members $25.00 per copy)

Best of the Running Record (BORR2E): The newly revised publication contains articles frequently requested from past issues of *The Running Record* newsletter. (Members $10.00 for single copy; Non-Members $15.00 for single copy)

Executive Summary 1984-1998 (ES98): (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

Reading Recovery: A Review of Research (ER23): (Members $5.00; Non-Members $8.00)

Reading Recovery Review (RRRAT): 68-page monograph addresses the current understandings, outcomes, and implications of Reading Recovery. Includes an extensive Reference Section. (Single copies available for $2.00)

Site Coordinators Handbook (SCH): (Members $25.00; Non-Members $35.00)

Standards and Guidelines (GS2): This booklet presents the revised national standards and guidelines effective in fall 1998. (Members $5.00; Non-Members $8.00)

Volunteer Literacy Manual (VOLmac or VOLpc): (Members $15.00 single copy; Non-Members $25.00 for single copy)

RRCNA Promotional Items:

Timers (TIMERS): (Members $12.00; Non-Members $15.00)

Coffee Mugs (MUG): (Members $5.00; Non-Members $6.00)

Use the Membership/Order Form on the inside back cover of this issue to obtain any of these items except as indicated.

Reading Recovery Council of North America

Benefits of membership in RRCNA include:

- A one-year subscription to RRCNA newsletters
  - Council Connections (3 issues)
  - Running Record or Network News (2 issues each)
- A one-year subscription to *Literacy, Teaching and Learning* research journal(2 issues)
- Special member rates on other RRCNA publications
- Voted representation on the RRCNA Board of Directors
- A lapel pin and membership certificate for new members
- A network of colleagues throughout the Continent

READING RECOVERY® COUNCIL OF NORTH AMERICA

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Please help the Council maintain an accurate Reading Recovery database by providing the following information:

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READING RECOVERY COUNCIL OF NORTH AMERICA

VISION

The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

MISSION

The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

PURPOSE

The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.